OVERSIGHT HEARING ON SUCCESSFUL EDUCATION PROGRAMS RELATING TO ILLITERACY, BILINGUAL EDUCATION AND DROPOUT PREVENTION

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-NINTH CONGRESS

FIRST SESSION

HEARING HELD IN LOS ANGELES, CA, NOVEMBER 25, 1985

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OVERSIGHT HEARING ON SUCCESSFUL EDUCATION PROGRAMS RELATING TO ILLITERACY, BILINGUAL EDUCATION, AND DROPOUT PREVENTION

MONDAY, NOVEMBER 25, 1985

HOUSE OF REPRESENTATIVES,
COMMITTEE ON EDUCATION AND LABOR,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
Los Angeles, CA.

The subcommittee met, pursuant to call, at 9:34 a.m. in the conference room of the Mark Taper Economics Building, California State Museum, 700 State Drive, Los Angeles, CA, Hon. Augustus F. Hawkins (chairman) presiding.

Members present: Representatives Hawkins, Martinez, Hayes, Dymally, and Jeffords.

Staff present: John Smith, special assistant to the chairman; Ricardo Martinez, legislative analyst; Dr. Beth B. Buehlmann, Republican education staff director; and Rita Lewis, research assistant.

Chairman HAWKINS. The Subcommittee on Elementary, Secondary, and Vocational Education is called to order. The Chair would like to apologize to the witnesses and also to the people assembled here this morning who are having mechanical difficulties, with many individuals not being able to get into the parking lots. We were not only held up ourselves, but we were trying to make the arrangements so that those of you who have deposited money in that mechanical device might not be foreclosed from using the parking lot. They have indicated that other spaces would be made available; however, those coming up to the parking lot do not know about the arrangements. We will try to repair the damage to the extent we can. We apologize.

The members of the committee are certainly welcome. To my right the ranking minority member of the committee, Mr. Jeffords of Vermont, who is one of the loyal and dedicated members of the committee. I wish to particularly express appreciation to him because the distance from which he has come, this being a Thanksgiving week. I think it is even more of a sacrifice than ordinarily would be the case, so we certainly appreciate his presence here this morning. To my immediate left is Mr. Hayes of Illinois, also a very faithful member who always shows up. We will soon be in Chicago to reciprocate, and we certainly appreciate his presence.

And next to Mr. Hayes is Mr. Dymally, who is not a stranger to us in the Los Angeles area. He represents the congressional district south of my own, and south of here which includes, among other cities, the city of Compton. And then to the far left is another familiar representative to most of you, Mr. Martinez, who is chairman of the Subcommittee on Employment Opportunities. I shouldn't forget that because Mr. Martinez succeeded me when I became chairman of the full committee. We certainly welcome him, and we look forward to the testimony today. The Chair has a statement which I would like to read into the record. I take this time because we understand there are some people who still do not understand the mission of this subcommittee and what it is all about. And so, in order to perhaps clarify the purposes of the committee, the problems that we are dealing with, and what we hope to accomplish, I will try to read through as rapidly as possible the opening statement and then call on Mr. Jeffords to give his opinions.

The purposes of the hearing briefly are these: To address the problems in American education and to identify and lend support to those successful and cost-effective policies, practices and programs that have emerged since 1965.

During these years, we have eliminated most of those that have failed; and we feel that now it is essential as a matter of public policy, economic soundness and national security, that we both maintain and strengthen those proved successful by longitudinal studies and public hearings. Some of those examples of those programs are Head Start, Chapter I, and Student Aid. However, if anyone in the audience has any criticism of those programs, or any modifications to suggest we certainly will not foreclose any views that may be expressed.

The background is really this, that a universal, free, and compulsory public schools system has been the mainstay of our progress as a nation for over 100 years. This system, which replaced the colonial ideas of education only for the elite, has effectively educated the diverse people welcomed to our shores, certainly has made a beginning of turning slaves into literate and productive citizens, has increased the productivity of our labor force in world competition and domestic growth, has created scientists, managerial geniuses, research specialists, as well as highly skilled craftsmen and leaders in the arts and humanities. What are some of the problems? Recent setbacks in education have been the subject of extensive national studies and debates.

Several national reports and the Department of Education have cited the existence of over 26 million adult Americans as unable to effectively read, and another 40 million-plus adults only marginally functionally literate.

Almost a million youth drop out of school annually, an extremely large number of graduates are unable to read at a secondary grade level.

Our prisons, juvenile justice system, unemployment and poverty rolls are swollen by educationaly deficient persons.

The private sector has had to assume the costs, approximating several billion dollars annually, of remediation and needless retraining expenses.

Recent budget cutbacks have intensified the problems, adding to illiteracy at the rate of several million new persons annually. Poverty, crime, and unemployment have become unbearable burdens on social agencies.

Our Armed Forces have been hard put to gather sufficient recruits, and to train those accepted, to maintain their normal strengths.

In dealing with these problems, as much as a third of the population has been ignored almost completely, or subjected to inequalities and inequities in the allocation of resources.

For example, there are several times more children with high IQs in our barrios and ghettos and low-income enclaves than in our so-called high-income areas. There are serious traces of ethnocentric bias and caste exclusion operating to sort and differentiate the economically disadvantaged from the mainstream of learning. One national report, for example, went so far as to recently suggest, our efforts and resources should now be reserved for "those most ready," a polite way of saying for the children of the elite, well-off families; and thus, it becomes a matter of excellence without equity.

In short, the tragic waste of our human resources has become a national disgrace and a risk we cannot continue to ignore.

We, the members of this subcommittee and of the House Committee on Education and Labor, have a primary responsibility and duty and opportunity to assess the causes, scrutinize the suggested solution, hear from the public, undertake suitable initiatives and report appropriate action. We feel it is up to the Congress and to the people to undertake to regain our pre-eminence as a Nation and our prosperity as a people. The Chair will forego any further reading of the statement.

[The opening statement of Hon. Augustus F. Hawkins follows:]

OPENING STATEMENT OF HON. AUGUSTUS F. HAWKINS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA AND CHAIRMAN, COMMITTEE ON EDUCATION AND LABOR

PURPOSES OF THE HEARINGS

To address the problems in American education and to identify and lend support to those successful and cost-effective policies, practices and programs that have emerged since 1965.

During these years, we have eliminated most of those that have failed; vouchers is a prime example. It is essential as a matter of public policy, economic soundness and national security, that we both maintain and strengthen those proved successful by longitudinal studies and public hearings. (Prime examples are Headstart, Chapter I, and student aid.)

BACKGROUND

Our universal, free, and compulsory public school system has been the mainstay of our progress as a nation for over 100 years. This system—which replaced the colonial ideas of education only for the elite—has effectively educated the diverse people welcomed to our shores, made a beginning of turning slaves into literate and productive citizens, increased the productivity of our labor force in world competition and domestic growth, created scientists, managerial geniuses, research specialists, as well as highly skilled craftsmen and leaders in the arts and humanities.

THE PROBLEMS

Recent setbacks in education have been the subject of extensive national studies and debates.

Several national reports and the Department of Education have cited the existence of over 26 million adult Americans as unable to effectively read and another 40 million-plus adults "only marginally and functionally literate."

Almost a million youths drop out of school annually. An extremely large number of "graduates" are unable to read at a secondary grade level.

Our prisons, juvenile justice system, unemployment and poverty rolls are swollen by educationally deficient persons.

The private sector has had to assume the costs—approximating several billion dollars annually—of remediation, industrial accidents and needless retraining expenses.

Recent budget cutbacks have intensified the problems, adding to illiteracy (several million new persons annually), poverty, crime, unemployment, and unbearable burdens on social agencies.

Our armed forces have been hard put to gather sufficient recruits, and to train those accepted, to maintain their normal strengths.

In dealing with these problems, as much as a third of the population has been ignored almost completely, or subjected to inequalities and inequities in the allocation of resources.

For example, there are several times more children with high IQs in our barrios and ghettos and low-income enclaves than in our "high income" areas. There are serious traces of ethnocentric bias and caste exclusion operating to sort out and differentiate the economically disadvantaged from the mainstream of learning. As one national report recently suggested, our efforts and resources should be reserved for "those most ready," a polite way of saying for the children of the elite, well-off families; thus, a matter of excellence without equity.

In short, the tragic waste of our human resources has become a national disgrace and a risk we cannot continue to ignore.

THE APPROACH

We, the members of this subcommittee and of the House Committee on Education and Labor, have a primary responsibility and duty (and the opportunity) to assess the causes, scrutinize the suggested solutions, hear from the public, undertake suitable invitations, and report appropriate actions to the Congress; and the people should undertake to regain our preeminence as a nation and our prosperity as a people.

As Chairman of the Subcommittee on Elementary, Secondary, and Vocational Education, I will make available what resources we need and such opportunities required to hear all viewpoints as we extend these hearings into 1986—when we tackle the job of reauthorizing the Elementary and Secondary Education Act and other vital legislation in the Committee.

The major topics to be discussed at this Los Angeles hearing are the programmatic efforts to address illiteracy, bilingual education, and school drop outs. Through a series of regional hearings, we must seek to obtain diverse viewpoints, examine proposed solutions and agree on viable solutions to recommend for adoption as part of the national policy, incorporating both excellence and equity in education.

Chairman HAWKINS. I will like to yield the time now to Mr. Jeffords, who may have a statement on behalf of the minority to make at this point. Mr. Jeffords.

Mr. JEFFORDS. Thank you very much, Mr. Chairman. It is a pleasure. It's a pleasure to be out here and I look forward to this day to learn more about this very, very serious problem for which we seem, as of this moment anyway, not to have a solution.

It concerns me greatly to see the cutback we have had in some of the resources, but just as disturbing is the fact that there seems to be an underutilization of those resources that we have appropriated in order to face the serious problems of our school dropout population.

We have made some progress in this country. In 1900, only 1 out of 10 Americans were enrolled in high school. By 1978 2 out of 3

people over the age of 24 had obtained a high school education. That is the positive side, but less encouraging is the fact that since 1965 the dropout rate has not fallen, and in fact there are recent indications that it is now increasing.

You add to this the uneven racial, economic and geographical distribution of those who drop out and this obviously causes us further concern.

Other factors, such as demographic trends, unemployment increases among youth, the serious crime rate accounted for by youth—the majority of persons incarcerated right now are young people who are high school dropouts—contributed to the problem. Also we have the problems of the teenage pregnancy rate, and the number of teenage homicides and suicides which have increased.

The question some of us now are asking is, "How can we balance the push for education reform, and increase quality and retain the students that the schools have traditionally passed by or perhaps even eased on through without obtaining a good education?"

Thirteen percent of the principals surveyed by the Council of Great Cities Schools report an increase in dropouts since our educational reform push began.

The implication all these facts and figures have for our workforce—at the time when we must be improving and increasing our national productivity, the number of people we will need in our workforce who are capable and qualified to perform good work is diminishing relative to demand.

Thus, if we do not find some solutions to these problems our country will not be able to face both the challenges and also maximize its productivity through what it can do for itself and for its members of society.

I look forward, Mr. Chairman, to examining this question here in a city which, I know, has many problems of that nature; and also, I know from you, has many solutions.

Thank you, Mr. Chairman.

Chairman HAWKINS. Thank you. I call on the member seated to my left, Mr. Hayes.

Mr. HAYES. Mr. Chairman, thank you very much, but I think that the opening statement that you made buttressed by a statement from my colleague from Vermont certainly sufficiently sets forth the importance of our mission, and assists us with the problem with which we are faced, so I don't want to put any further strain on the time of the witnesses, so I will just forgo any statement.

Chairman HAWKINS. Thank you. Mr. Dymally.

Mr. DYMALLY. Nothing——

Chairman HAWKINS. Mr. Martinez.

Mr. MARTINEZ. None, Mr. Chairman.

Chairman HAWKINS. Thank you, gentlemen. We will then introduce the panel and ask them in the order which they will be called upon to present their testimony. May I say not only to these panelists but to others who may be present that all statements that have been handed to us which we will hear, have to be handed to us—will appear in the record just as it is printed. It will not be necessary, therefore, for the witnesses to read every word of the statement but to read what they consider to be the highlights. And all

of these statements will appear in the record as if they had been presented.

We would like to use, certainly, some of the time for questioning the witnesses and having them respond to specific questions.

The first panel on illiteracy consists of Barbara Clark, the administrator/principal librarian of the Los Angeles Public Library System. Accompanying her and available for questions is Ms. Suzanne Johnson, project director of the adult reading project of the Los Angeles Public Library.

Ms. Pearl Baker, the coordinator of the Watts Adult Education Center, is included in the panel; and so is Mr. Ward Albright, the regional manager of B. Dalton Bookseller, a company which has national prestige and which has, I think, already become familiar to this committee as one of those pioneers in the field of cooperation in trying to reduce illiteracy and, I think that part of the private sector is certainly to be commended.

Ms. Clark, we will call on you first.

STATEMENT OF MS. BARBARA CLARK, ADMINISTRATOR/ PRINCIPAL LIBRARIAN, LOS ANGELES PUBLIC LIBRARY

Ms. CLARK. Good morning, distinguished panel. Mr. Hawkins has already given very good statistics about the population that we are dealing with. And if we accept this figure of 1 in 5 approximate illiteracy rate in this country, in Los Angeles that translates to approximately 465,000 native born English speakers who are functionally illiterate.

Now libraries have always been educational institutions, but their involvement in the illiteracy effort is relatively recent. Here in California 44 public libraries are members of the California Literacy Campaign which was developed to address the problem of adult illiteracy. It began in 1984 with $2.5 million of Federal Library Services and Construction Act funds allocated to 27 libraries as a 9-month demonstration project under the coordination of the State library.

So successful was this project that it is being continued with state funding under the California Library Services Act; and the number of participating libraries has now increased to 44.

Los Angeles Public Library was one of the 27 original libraries that made up the California Literacy Campaign. Its library adult reading project consists of a headquarters staff and 10 adult reading centers that are located in 10 of our 63 library sites throughout the city. Each reading center has as its partner a community organization which assists in providing facilities and volunteers. Each reading center has a part-time reading center assistant and a core of volunteer tutors who provide free tutoring. All tutoring is conducted in English. Foreign-speaking persons, whether or not illiterate in their native language, are eligible for the program provided they have enough English to be tutored.

Tutors receive 12 hours of training by the LAR staff in the Laubach way to reading at centrally located workshops. Now the Laubach method is specifically designed for use with adults; and prospective tutors are asked to commit at least 6 months to the project

and be prepared to meet with their students each week 1 to 1½ hours.

The tutoring is conducted in private, and it is one-on-one sessions, and all records are confidential. The project maintains annual statistics on the tutors, the students, by sex, age, and ethnicity; and it also maintains monthly statistics on active students, tutors trained, waiting lists, referrals, et cetera.

The best measure of the project is whether or not the students are meeting personal goals. Now at enrollment each student is interviewed and asked why he wants to improve his reading skills. The reason becomes his personal goal and is recorded on his application. For example: To go to night school; to help my kids with their homework; to get a better job.

When both student and tutor agree that the goal has been reached, success is determined and at this point a new goal is set if the student is to continue in the program.

Tutoring actually began in our program approximately 18 months ago. To date, 19 students have met their goals and have gone on to new jobs, promotions, adult school, 2 to junior college, 1 is training to become a volunteer tutor himself. Several of them are forming an alumni group to continue meeting with others to reinforce their skills. Another 20 students have left the program for undisclosed reasons.

Now response to our program has been so good that several of the reading centers have become overwhelmed. And it has become necessary to seek tutoring sites elsewhere. Tutoring now occurs at 25 other libraries between the original 10 designated as reading centers, for a total of 35 libraries.

The project has even spilled over our city limits and our tutors are working in six libraries in surrounding cities which have no literacy programs of their own, such as the cities of Inglewood, Santa Monica and Beverly Hills.

Tutors are also meeting their students at churches, YMCA's, YWCA's, community centers, saving and loans, et cetera.

Two particularly notable extensions of our program operate at the Angelus Plaza senior citizens residential complex, and Terminal Island Correctional Institution. Both locations have self-contained programs. At Angelus Plaza, for example, 24 senior citizens were trained as tutors to work with fellow residents at the center, except for 1 elderly lady who asked to be assigned a student from the central library instead because she said, "I'm tired of being around nothing but old people."

At Terminal Island, 8 inmates in one class and 11 in a second class were trained as tutors to work with fellow inmates. One man was subsequently paroled under the condition that he continue tutoring on the outside; that was actually a condition of his parole.

As more and more of our tutors' workshops have been conducted, and still we have a waiting list, we decided that we needed a new approach to training so we developed a 16-millimeter training film and modified our training outline, so that now two trainers can conduct three workshops during a 2-week period instead of just one.

Of utmost concern to us now that we are working is whether or not we can continue. Our State funding is assured only through

June 30, 1986. At that time the State library expects all participating libraries to have identified additional sources of funding.

As a result, in addition to having to train tutors and match them with students, and all of the other things that we have to do, staff is now concerned with fund raising and lobbying. Yes, money is needed, for although our tutors are volunteers, anyone who has worked with volunteer programs will tell you that paid staff is essential to recruit, train, coordinate, and supervise volunteers. Also, tutoring materials are consumable and must be replenished.

Our plans for the next 6 months include: First, organizing a citizen support group with members representing the 10 leading centers' communities; second, developing a network with other literacy projects in the southern California area to avoid a duplication of efforts; third, working with the mayor's Educational Advisory Committee to gain more city hall support; fourth, cooperating with KCET Public Television in its project to develop 26 educational series for telecast on the educational channel; fifth, joining the Greater Los Angeles Planning Group in an effort to form a statewide alliance for literacy; and sixth, submitting proposal to foundations interested in educational issues, requesting that they adopt a reading center for funding.

Now we do have some recommendations because this problem is enormous and everyone is affected. And if it is to be solved, everyone must be involved—citizens, business, corporate industry, and political leaders. And as our congressional leaders you have an opportunity, indeed, an obligation to provide both support and leadership in the literacy effort.

We recommend to you that you: First, support continued funding of the Library Services and Construction Act and strive to increase the allocation for title VI library and literacy programs; second, support new legislative proposals on both national and State levels that offer funding for literacy efforts, whether new or existing; third, provide assistant and public support for Governors and mayors, with the emphasis on urban mayors, who are attempting to build strong literacy coalitions and commissions; fourth, lend your presence and your name to encourage private sector support and funding of literacy programs; fifth, create or join an ad hoc business council in your own State to serve as an advisory council for literacy for literacy fund raising; sixth, become an active spokesperson to help raise public awareness, include a plea for literacy support in your public speeches, in your newspaper columns, your congressional newsletters and mailings to voters; seventh, direct your field deputies to become actively involved in local literacy efforts by organizing citizen support community meetings; and eighth, offer an annual recognition award for literacy program or volunteer in your District.

Remember, the continued existence of our democratic way of life depends on an enlightened, literate constituency.

Thank you for your attention.

[The prepared statement of Barbara H. Clark follows:]

Prepared Statement of Barbara H. Clark, Principal Librarian, Los Angeles Public Library

THE PROBLEM

According to the U.S. Department of Education, at least 25 million adults in the United States are functionally illiterate. They cannot read a job advertisement or an application. They cannot read the label on a medicine bottle, safety instructions in the workplace, or a note sent home by their child's teacher. In other words, when confronted with written materials, they cannot function effectively.

The National Coalition for Literacy alerted us in 1984 of what this means to our nation.

"Functional illiteracy now exacts a measurable toll in crime, unemployment, poverty and human suffering. The bill exceeds $225 billion annually for lost industrial productivity, unrealized tax revenues, remedial reading training in business and the military, and illiteracy related to crime and welfare costs. We simply cannot afford the staggering burden of the functional illiteracy problem."

Government studies and independent research have confirmed this correlation between illiteracy and low income, welfare costs, unemployment and crime. This growing challenge of illiteracy is one of the major social and economic problems of our day.

THE LOCAL PICTURE

If we accept the fact that one-fifth of the native born adult population of the United States cannot read English well enough to meet the needs of their daily lives, how does that translate locally? In Los Angeles, it means that approximately 465,000 adults are denied access to vital information. This figure does not include the immigrant adult non-readers.

The Los Angeles Unified School District reports that over 50% of our school children come from homes where English is not the primary language. That would tend to indicate that even if the adults in those homes speak some English, they probably do not read and write it. The children from these homes, therefore, cannot seek help with homework from their parents, because the parents are illiterate in English. Many of these children fall behind in their studies and become potential drop-outs.

Many of the functionally illiterate adults, both native born and foreign born, have reached a point in their lives where they recognize that they need help. Consequently, in recent years, adult schools, adult basic education programs, and volunteer literacy programs are being overwhelmed by adults seeking literacy training.

People who are looking for a way to improve their lives and those of their families respond positively when given an opportunity to do something for themselves. When offered a chance to learn in a non-judgmental, non-threatening environment, functionally illiterate adults do learn to read.

CALIFORNIA LITERACY CAMPAIGN

Libraries have always been educational institutions, but their involvement in the literacy effort is relatively recent.

Here in California, 44 public libraries are members of the California Literacy Campaign, which was developed to address the problem of adult illiteracy. It began in 1984 with $2.5 million of federal Library Services and Construction Act funds allocated to 27 libraries, as a nine-month demonstration project under coordination of the State Library. So successful was the project that it is being continued with state funding under the Special Services Section of the California Library Services Act, and the number of participating libraries has increased to 44.

Each library determines the approach best suited for its area, but each is encouraged to engage local organizations in the campaign so that the effort becomes firmly based in the community. Some libraries work jointly with Laubach Literacy, Inc. or Literacy Volunteers of America, two established volunteer organizations, while others work with adult basic education programs or operate on their own.

In the first year, the California Literacy Campaign reached 5,000 adults at 400 sites around the state.

LIBRARY ADULT READING PROJECT [LARP]

Los Angeles Public Library was one of the original 27 libraries that began the California Literacy Campaign.

Its Library Adult Reading Project (LARP) consists of a headquarters office and 10 Adult Reading Centers which are located in 10 of our 63 library sites throughout the city.

Each Reading Center has as its partner a community organization which assists in providing facilities and volunteers. Each Reading Center has a paid part-time reading center assistant and a corps of volunteer tutors who provide free tutoring. All tutoring is conducted in English. Foreign-speaking persons, whether or not they are literate in their native language, are eligible for the program provided they have enough understanding of English to be tutored.

Tutors receive 12 hours of training by the LARP staff in the "Laubach Way to Reading" at centrally located workshops. The Laubach method is specifically designed for use with adults. Prospective tutors are asked to commit at least six months to the project and be prepared to meet with their students twice a week for 1½ hours each session. Tutoring is conducted in private, one to one sessions, and all records are confidential.

The project maintains annual statistics on the tutors and students enrolled by sex, age distribution and ethnicity. There are also monthly statistics by Reading Center, active students, tutors trained, waiting lists, referrals, etc. The numbers increase with each report. This year, 245 tutors are working with 290 students. Another 600 adults are awaiting instruction and 408 volunteers are awaiting training as tutors.

The best measure of the project, however, is whether or not students are meeting personal goals. At enrollment, each student is interviewed and asked why he wants to improve his reading skills. The reason becomes his personal goal and is recorded on the application, i.e., to go to night school, to help my kids with their homework, to get a better job, to read the newspaper, etc. When both student and tutor agree that the goal has been reached, success is determined. At this point, a new goal is set if the student continues in the program.

The Laubach tutoring materials are designed to be self-testing. At the completion of each of the four workbooks, the student is tested on the skills taught in that book. When all four books and correlated readers are completed, the student has achieved approximately a 6th grade reading level. He is then referred to adult school or junior college program for continuance.

Tutoring actually started in the LARP program approximately 18 months ago. To date, 19 students have met their goals and have gone on to new jobs, promotions, adult school, and two to junior college. One is training to become a volunteer tutor in the program. Several of them are forming an alumni group to continue meeting with each other to reinforce their new skills. Another 20 students left the program for undisclosed reasons.

Response to LARP has been so good that several of the Reading Centers have been overwhelmed. It, therefore, became necessary to seek other tutoring sites. Tutoring now occurs at 25 of our libraries beyond the 10 designated as Reading Centers, for a total of 35. The project has even spilled over city limits, and our tutors are working in six libraries in surrounding cities which have no literacy programs, such as the cities of Inglewood, Santa Monica and Beverly Hills. Tutors are also meeting their students at churches, YMCA's, YWCA's, Community Service Centers, Savings and Loans, etc.

Two particularly notable extensions of LARP operate at Angelus Plaza senior citizen residential complex and Terminal Island Correctional Institution. Both locations have self-contained programs. At Angelus Plaza, 24 seniors were trained as tutors to work with fellow residents. One elderly lady asked to be assigned a student from Central Library instead, because she was "tired of being around nothing but old people."

At Terminal Island eight inmates in one class and 11 in a second class were trained as tutors to work with fellow inmates. One of the men was subsequently paroled under the condition that he continue tutoring on the outside.

As more and more tutor training workshops were given and still the waiting list grew, we decided that a new approach was needed. In the Spring of 1985, we produced a 16mm training film and modified the Laubach training outline. Now two trainers, using the film, can conduct three workshops instead of one over a two-week period. So, gradually, the backlog is diminishing.

Of utmost concern at present is this. Now that the program is beginning to prove itself workable, now that both students and volunteer tutors are daily joining the project, how long can it continue to operate?

Our state funding is only assured through June 30, 1986. At that time, the State Library expects all participating libraries to have identified other sources of fund-

ing. As every effort is being made to get tutors trained and matched up with waiting students, staff must also now be concerned with fund-raising and lobbying.

Yes, money is needed, for although our tutors are volunteers, anyone who has worked with volunteer programs will tell you that paid staff is essential to recruit, train, coordinate, and supervise volunteers. Also, tutoring materials are consumable and must be replenished.

The plans for the next six months include:

1. Organizing a citizen support group with members representing the 10 Reading Center communities.
2. Developing a network with other literacy projects in Southern California to avoid duplication of efforts.
3. Working with the Mayor's Educational Advisory Committee to gain more City Hall support.
4. Cooperating with KCET PBS-TV Station in its project to develop a 26 part educational series on literacy.
5. Joining the Greater Los Angeles Planning Group in an effort to form a statewide Alliance on Literacy.
6. Submitting proposals to foundations interested in educational issues, requesting that they "adopt" a Reading Center.

The LARP locations are:

Headquarters:[1] 1636 W. Manchester Ave., L.A. 90047; Suzanne Johnson, Project Director; Nancy Cummings, Librarian/Trainer; Jerial Womak, Clerk Typist.

Reading Centers: Baldwin Hills Library, 2906 S. La Brea Ave., L.A. 90016; Granada Hills Library, 10640 Petit Ave., Granada Hills 91344; Memorial Library, 4625 W. Olympic Blvd., L.A. 90019; Pacoima Library, 13605 Van Nuys Blvd., Pacoima 91331; R.L. Stevenson Library, 803 Spence St., L.A. 90023; Vernon[1] Library, 4504 S. Central Ave., L.A. 90011; Watts[1] Library, 1501 E. 103rd St., L.A. 90002; West Los Angeles Library, 11360 Santa Monica Blvd., L.A. 90025; Wilmington Library, 309 W. Opp St., Wilmington 90744; Central Library, 630 W. 5th St., L.A. 90071.

RECOMMENDATIONS

The problem is enormous and everyone is affected. If it is to be solved, everyone must become involved; citizens, businesses, corporate industry and political leaders.

As our Congressional leaders, you have an opportunity, indeed, an obligation, to provide both support and leadership in the literacy effort. We recommend that you:

1. Support continued funding of the Library Services and Construction Act, and strive to increase the allocation for Title VI Library Literacy Programs.
2. Support new legislative proposals on both national and state levels that offer funding for literacy efforts, whether new or existing.
3. Provide assistance and political support to governors and mayors, with emphasis on urban mayors, who are attempting to build strong literacy commissions and coalitions.
4. Lend your presence and your name to encourage private sector support and funding of literacy programs.
5. Create or join an ad hoc business council in your own state to serve as an advisory council for literacy fund-raising.
6. Become an active spokesperson to help raise public awareness. Include a plea for literacy support in your public speeches, newspaper columns, congressional newsletters, and mailings to voters.
7. Direct your Field Deputies to become actively involved in local literacy efforts by organizing citizen support community meetings.
8. Offer an annual recognition award for a literacy program or volunteer in your district.

Remember, the continued existence of our democratic way of life depends upon an enlightened, literate constituency.

Thank you for your attention.

Chairman HAWKINS. Well, thank you. The next witness is Pearl Baker, coordinator for the Watts Adult Education Center. We welcome you, Ms. Baker.

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[1] Located in the 29th Congressional District.

STATEMENT OF MS. PEARL COCHRAN-BAKER, COORDINATOR, WATTS ADULT EDUCATION CENTER

Ms. BAKER. Thank you, Chairman Hawkins, distinguished panel. I am Pearl Cochran-Baker and I am employed by the Los Angeles Unified School District as the coordinator of the Watts Adult Education Center, located in the community of Watts.

I have been asked to describe our center, our program, our target population, our recruitment and retention efforts, and to make some recommendations to the Federal Government in its assault on illiteracy.

The Watts Adult Education Center is a branch of the Jordan-Locke Community Adult School which is a part of the Los Angeles Unified School District. It operates as a daytime facility providing classes for adults who: First, want to learn to read, write, improve their arithmetic, or acquire life or coping skills; second, improve basic skills preparatory to entering the labor market or to entering training programs that will prepare them for the labor market; third, fulfill the requirements for an eighth grade certificate, high school diploma, or the GED [general educational development] test; fourth, develop or improve their homemaking skills; or fifth, prepare for the world of work through our upholstery class.

Unemployment in the Watts area is approximately 67 percent. Of this 67 percent, 17 percent are still looking for work while another 50 percent is no longer seeking employment.

The general composition of those enrolled at the Watts Adult Center is two-thirds female and one-third male. The median age is 32.7 years. As many as 33 percent of our students are single parents. Only 11 percent of our student population is employed, and a significant portion of our population probably receives some type of public assistance. Currently, 53 percent of our students are reading below a third grade level.

Our student body is characterized as illiterate, functionally illiterate, functionally incompetent, educationally disadvantaged, or undereducated.

These people are people who have underdeveloped talents and potential.

Considering the nature of the community and our program, one would assume that the enrollment would consistently be beyond the capacity of the center. However, such is not the case. The adult basic education target population is difficult to recruit for several reasons: Cultural or linguistic barriers; fear of failure, again I might add; distrust of our institutions; reliance on the electronic media as a substitute for the written word; and some in the community do achieve acceptable standards of success despite their low levels of academic attainment.

That target population which has the greatest need for the services of the center suffers not only from illiteracy but also the effects of negative self image, low motivation levels, limited or no marketable skills, low income status, low social status, limited or no community participation, and most importantly of all the innate fear of revealing what probably is the deepest, most well kept secret of their existence; they can't read, they can't write, and they can't add or subtract.

Most are, or have been, closet illiterates. Everyday millions are carrying out a masquerade for their children, their families, and their friends.

Recent studies indicate that a person now needs to read at a 6th grade level to understand a driver's license manual, at an 8th grade level to follow the directions for preparing a TV dinner or to read a Federal income tax form, at a 10th grade level to interpret the instructions on a bottle of aspirin, at 12th grade to understand an insurance policy, and at a college level to figure out the meaning of an apartment lease. And we have 53 percent who are reading below a 3rd grade level.

It should be very evident that the expansion of programs such as the Watts Adult Education Center in communities such as Watts is sorely needed to attack all forms of illiteracy.

It should also be evident that programs which exist to attack illiteracy must have an effective outreach program in order to succeed. We have to get them out of the closets.

Our program at the Watts Center has developed a statewide and national reputation for our accomplishments in addressing illiteracy and the poorly educated. This reputation has been attained because of our success in raising reading and math scores, and our recruitment and retention efforts.

I would like to share with you just a few of the strategies which we have found instrumental in our success.

At the Watts Center our recruitment efforts include periodic communitywide distribution of colorful flyers by a professional mailing service. We also distribute flyers to local elementary schools for children to take home to their parents, such as—I have a few samples here—this one will go home this week for the Thanksgiving holidays. We tend to visit businesses, churches, and community agencies.

Press releases are sent to all major newspapers in the area, and radio public service announcements are solicited from those stations most listened to by our target population. Door-to-door canvasses are made by volunteer students and staff, and we send special letters to dropout students from the local high schools to encourage them to return to the adult facilities.

We developed a 15-minute slide tape presentation to explain our program to groups and community agencies. Our retention techniques include exposing students to a variety of educational and cultural experiences through field trips and guest speakers. Trips are arranged and conducted to places such as UCLA, Los Angeles Trade Technical College—as a matter of fact, last week our students had the opportunity to visit Los Angeles Trade Technical College where they not only toured the facility, but we made arrangements for them to receive the services of the cosmetology department there. The students were treated to haircuts, shampoo, press and curl, facials, manicures, and pedicures. This was truly a first for many of our students; they have never had the personal services. Normally, it may be something that they do to themselves, or perhaps they have never thought of a facial or a manicure. So we do treat them to experiences such as that.

They also visit various governmental agencies, local museums and theaters. Our students have enjoyed performances by enter-

tainers such as Johnny Mathis, Lena Horne, the Alvin Ailey Dance Troupe, Eartha Kitt, Linda Hopkins, and many more as a result of our center's solicitation of complimentary tickets.

We have been able to obtain presentations to the students by guest speakers such as Chairman Hawkins who visited with our center this past June, State Senator Diane Watson, Mayor Tom Bradley of the city of Los Angeles, entertainment personalities such as Marilyn McCoo, Billy Davis, Jr., Raymond St. Jacques, author Alex Haley, the former assistant district attorney for Los Angeles Johnnie Cochran, Jr., and Dwan Smith-Fortier, the reigning Mrs. California who took, I think, first place to Mrs. U.S.A. who makes an excellent role model for our students.

We have found that in order to retain our students that every day we must open new vistas for them. We must constantly develop a curiosity in them as to what they can look forward to being exposed to the following day. Therefore, students are given a monthly activities calendar.

Each additional day of reading or math opens new dimensions and encouragement. Bringing our students in contact with cultural activities and institutions they may have only imagined in the past, whets their appetite for more.

Workshops on parenting, health clinics, including screenings for hypertension, sickle cell disease, auditory testing, self breast examination training, and nutrition counseling are all included in our program.

Our annual term culminates each year in June with a student recognition breakfast held in a major hotel. The purpose of the breakfast is to honor and recognize the achievements of outstanding adult students—not the students necessarily, who have attained the highest level in reading, but those who have made the most progress in terms of their reading and math level. They could have started with us as a nonreader, and if they attain one, two or maybe three grade levels of improvement, these are the people that we would recognize.

Certificates, trophies and scholarships provided by supportive community organizations are presented to surprised recipients before hundreds of fellow students, friends, community organizations, and other support groups.

For many students, it is their first experience as a guest in a major hotel where they are the honoree.

Other retention efforts include perfect attendance incentives in the form of notebooks like such with our school name and logo on it. They receive tee shirts or sweatshirts with the school name and logo on it, and a bike tag. Now these incentives serve the program with a dual purpose, they give us a program awareness in the community—program incentive awareness—and help to identify our program in the community.

Student absence followup in the form of telephone calls from the teachers, postcards and home visits are also part of our outreach effort.

In response to the question of what the Federal Government can do to eliminate illiteracy, I would like to submit several recommendations for this committee's endorsement and support.

First, that this committee and the Federal Government recognize that there is an undeniable link between community illiteracy levels, poverty levels, health levels, and crime rate.

Second, that the Federal Government make a commitment to eradicate illiteracy with the same fervor and scope as it would any other pernicious social ill affecting our society.

Third, that the Government should fund and initiate a continuous nationwide electronic media campaign to reach and inform our target population that help and resources are available.

Fourth, that the Government take the lead role in research, development, and dissemination of instructional methodologies and materials.

Fifth, that the Federal Government take a leadership role in developing teacher training programs, curriculum selection and development, and program evaluations, all specifically designed for adults falling within those classifications of illiteracy.

Sixth, that the Federal Government develop a data base on illiteracy nationwide to accurately define the scope of the problem.

Seventh, that the Federal Government increase funds provided under the Adult Education Act for the Adult Basic Education Program to continue in its efforts in reducing illiteracy nationwide.

Eighth, and finally, that the Government provide funding for child care centers so that parents can access basic education resources.

Thank you for inviting me to testify before your committee.

Chairman HAWKINS. Well, thank you. We are delighted to have you, Ms. Baker. Mr. Albright.

STATEMENT OF MR. WARD ALBRIGHT, REGIONAL MANAGER FOR LOS ANGELES, B. DALTON BOOKSELLER

Mr. ALBRIGHT. Mr. Chairman and members of the subcommittee, I am Ward Albright, B. Dalton regional manager based here in Los Angeles. I am honored, excited and probably a little bit nervous at being asked to testify regarding the public sector involvement in the literacy issue.

My remarks will briefly summarize the written testimony, which I would request be entered into the record. Also for the record, I brought along a copy of our mission statement and a summary report of the first 2 years of B. Dalton's literacy initiative.

Chairman HAWKINS. No objection. That document as well will be put into the record.

Mr. ALBRIGHT. Thank you. On behalf of my company, B. Dalton Bookseller, I would like to say that we strongly feel that the private sector has an important role to play in helping the Nation address the issue that is becoming more critical each year.

On my own behalf, I would like to say that there is a very strategic opportunity for individuals, too; and I know from personal experience it can be very satisfying. In fact, I would say that my personal involvement in B. Dalton's literacy campaign is one of the most outstanding experiences in my professional life.

It has given me an opportunity to deal with different people and use different skills. I find it additionally satisfying because it is a way of giving something back to the community that has been very

good to me. Also, I would like to make it clear, I am not a literacy expert. I manage B. Dalton stores, 19 of them here in the Los Angeles area.

Let me begin by telling you a little bit about the company I have worked for since 1973. B. Dalton is a national company made up of 750 local bookstores located in some 500 communities in 48 States, the District of Columbia and Puerto Rico.

Our parent company is Dayton Hudson Corp., one of the Nation's largest general merchandise retailers. Here in California, our sister companies include Target and Mervyn's.

Together Dayton Hudson and its operating companies annually budget an amount equal to 5 percent of the corporation's federally taxable income for worthwhile community projects.

Our company philosophy is this: Even more important than how much money is given, is how the money is given, how it is leveraged with other activities and other resources, how it fits in strategically with the business.

B. Dalton's national literacy initiative is an excellent example of this.

Several years ago, B. Dalton's annual strategic planning review management identified the issue that posed a potential threat to our business, the growing problem of illiteracy. Management was appalled, as I know you are, by the growing millions of Americans who simply can't read and write. I won't go into the statistics because you brought them up very well at our beginning statements. But I am sure you hear them continually.

Suffice it to say that B. Dalton looked at the problem of illiteracy and decided it was a natural fit for the company's community involvement efforts. It was a strategic issue for us, one where we could learn from the experts, develop our own lay expertise, and really make a difference. Besides, it was an issue that B. Dalton employees—as booklovers as well as booksellers—could find naturally appealing in their own personal involvement.

So, what happened? With the help of a literacy consultant, now a full-time staff member, B. Dalton studied the issue of adult illiteracy for 18 months to assess just how the company could be most effective in helping address it. Right from the beginning, B. Dalton just didn't want to give money away; we were determined to have an impact both in our giving and our involvement.

Through an assessment we found five critical areas of need; these needs still persist today:

Awareness—America simply doesn't know she can't read.

Expanded services—only a tiny fraction of those in need are being served; and in some communities there is no service at all.

More effective delivery systems—many programs do not evaluate whether their services met the needs of their adult students.

More resources—that is more people volunteering and more money to provide additional services.

And finally, the area of public policy—no administration until recently has really addressed the issue in a major way.

Having studied the issue and identified the need, in 1983 B. Dalton launched its national literacy initiative; a commitment of $3 million over 4 years to respond to the needs and help reduce functional illiteracy in the United States.

B. Dalton concentrated in three major areas: The adult of adult literacy; the area of motivational reading for children and youth; and finally, a total integration into the literacy program into B. Dalton's business plan.

B. Dalton's contribution goes farther—goes far beyond the dollars that have been allocated to this program. We are acting as a catalyst, bringing together people and organizations to address the issue collectively.

On the corporate side of things, our literacy program is interwoven into almost every aspect of our business. We are actively recruiting both employees and customers to join us in this effort. We are knocking on doors all across America, actively encouraging all three segments—private, public and nonprofit—to become more actively involved in addressing the illiteracy problem. Within our stores, we are using every tactic we can think of. From bookmarks and bag stuffers at the cash-wrap areas, to signs and posters, to benefits and bookfairs. Some have called it a B. Dalton literary crusade.

What has been accomplished thus far? Let me give you a few statistics. Since 1983, B. Dalton has given 254 grants totaling $1.8 million to literacy programs in more than 400 different communities. More than 60,000 adults have been tutored through B. Dalton-funded programs last year alone.

Here in California, B. Dalton has invested close to $200,000 in literacy programs since 1983. California Literacy, Inc., the organization I belong to, has been one of the primary focuses.

Last year, through the efforts of Cal Lit, 3,500 students, volunteer tutors, helped 11,000 students, and this is significantly up from the previous year.

B. Dalton was instrumental in linking Cal Lit, Inc., with the California Literacy Library Campaign. Our literary specialist served as a special consultant to the State library staff. She helped train the literacy staff from more than 35 public libraries as part of the effort to help develop the $3.5 million annual campaign.

Statistics don't paint the whole picture, though. Many partnerships along the way have given our program an impact that goes far beyond the dollars and the numbers served. Our focus has been on improving both the quality and the effectiveness.

Guidelines have been developed to help programs evaluate their results and measure their effectiveness. We have helped develop a computer-based data system that, hopefully, one day will provide a national data base—something that is desperately needed.

Here in the Los Angeles area, as in other areas, we have helped provide technical assistance and consultation. We have consulted with community-based programs to help build partnerships. We've helped others develop programs for funding. We've established local referral systems. We've expanded services and helped stimulate citywide literacy initiatives.

Like many other employees at B. Dalton across the country, I've become personally involved in these efforts. About 3 years ago I began serving as a volunteer consultant to the long-range planning committee of California Literacy, Inc. I asked a lot of questions about the organization's operations and their management structure.

The net result was, they got me, not the other way around. I was hooked on the organization and the issue. I became chair of their long-range planning committee. B. Dalton funded a management audit, and from that we developed a 3-year strategic plan for the organization. Last year I was elected to the board of directors and in the upcoming year I will serve as vice president for the organization.

Obviously, I'm not a literacy expert. But I've found it exciting and challenging to bring my management abilities and a knowledge of business to an organization that is doing such important work in this area.

When B. Dalton began its national literacy initiative, we were pretty much alone, as far as the private sector involvement goes. Today it is a different story, I am pleased to say. Literacy is not a B. Dalton crusade, and a personal crusade for many B. Dalton employees; it is a crusade of many companies—especially those like B. Dalton that are involved in the printed word.

Any list of the private sector partners would have to begin with Harold McGraw, whose personal commitment of time and money to this issue is almost without parallel. Then, there's the Gannett Corp., Warner Publishing, New American Library Publishing Co., the Chicago Tribune and right here in Los Angeles, the Times Mirror Co., just to mention a few.

The rationale behind the private sector involvement on behalf of literacy is obvious. The costs of illiteracy are enormous, as you know. However, there is much the private sector can do to help remedy this situation.

The private sector has the resources: Money, space, employees, products. They can donate equipment, fund-raising, and in-kind services. The private sector also has the expertise. They can contribute to policy and program development. Think tanks. Planning—informal and short term as well as long range. The private sector has the opportunity to help its own employees through training and retraining, referring employees to literacy programs or developing their own on-site literacy programs.

Mr. Chairman and members of the subcommittee, the problem of illiteracy is at the root of many social ills, but it can be solved. In our judgment, it will only be solved if we aggressively and creatively muster all available resources both private and public to address this issue. Business and education can no longer function in isolation. We must work together. Too much is at stake to do otherwise.

I am very proud of my company, that it has taken illiteracy as a priority; and that so many other partners are coming forward to join this crusade. On behalf of B. Dalton, I want to thank each and every one of you for making literacy an issue in Washington. We support you in examining the Federal Government's role, and in examining existing Federal programs, looking at new programs and legislation, and other federally supported activities.

B. Dalton will formally respond to your questionnaire asking for our company's view on what that role should be. Much has been done. Much is yet to be done; and at B. Dalton we know that government and business working together can make the difference.

I am personally very proud of the small part I play in this entire effort. I will be happy to answer any questions you might have about that role as a representative of the private sector.

Thank you.

[The prepared statement of Ward Albright follows:]

PREPARED STATEMENT OF WARD ALBRIGHT, B. DALTON REGIONAL MANAGER FOR LOS ANGELES

Mr. Chairman and members of the Subcommittee. I am Ward Albright, B. Dalton regional manager based here in Los Angeles. I am honored, excited (and, I confess, a bit nervous!) about being asked to testify regarding private sector involvement in the literacy issue.

My remarks will briefly summarize the written testimony, which I would request be entered into the record. Also for the record, I brought along a copy of the mission statement and a summary report on the first two years of B. Dalton's National Literacy Initiative.

On behalf of my company, B. Dalton Bookseller, I would like to say that we believe strongly that the private sector has an important role to play in helping the nation address this issue that is becoming more critical every year.

On my own behalf, I would like to say that there is a very strategic opportunity for individuals, too; and I know from personal experience that it can be very satisfying. In fact, I would say that my personal involvement in B. Dalton's literacy campaign is one of the most outstanding experiences of my professional life.

It has given me an opportunity to deal with different people and use different skills than I would otherwise deal with, or otherwise use in my profession. I find it additionally satisfying because it's a way of giving something back to a community that has been very good to me.

However, I would like to make it clear—up front—that I am not a literacy expert. I manage B. Dalton book stores, 19 of them here in the L.A. area.

COMPANY BACKGROUND

Let me begin by telling you a little bit about the company I have worked for since 1973. B. Dalton is a national company made up of 750 local bookstores located in some 500 communities in 48 states, the District of Columbia and Puerto Rico.

Our parent company is Dayton Hudson Corporation, one of the nation's largest general merchandise retailers. (Here in California, our sister companies include Mervyn's and Target.)

Dayton Hudson is recognized as one of the nation's leaders when it comes to both bottom-line performance and good corporate citizenship. Indeed, we think corporate public involvement is not only good for the bottom line, it IS the bottom line.

Together, Dayton Hudson and its operating companies annually budget an amount equal to five percent of the corporation's federally taxable income for worthwhile community projects.

The corporation's Five Percent Policy has been in effect 39 consecutive years now. This year's budget will top $20 million.

Our philosophy is this: Even more important than how much money is given, or how long a company's giving program has been in existence, is how the money is given. How it is leveraged with other activities and other resources. And how the giving fits in, strategically, with the business.

NATIONAL LITERACY INITIATIVE

B. Dalton's National Literacy Initiative is an excellent example.

Several years ago, during B. Dalton's annual strategic planning review, management identified an issue that posed a potential threat to our business: the growing problem of illiteracy. Management was appalled, as I know you are, by the growing millions of American adults who can't read and write. I won't bother to go into all the statistics right now, since I'm sure you've heard them before.

Suffice it to say that millions of adult Americans can't read and write well enough to function in our society. Many more millions are literate only on a minimal level. Hundreds of thousands of kids drop out of high school each year, and tens of thousands more graduate without achieving necessary basic skills.

B. Dalton looked at the problem of illiteracy and decided it was a "natural fit" for the company's community involvement efforts. It was a strategic issue for us, one where we could learn from the experts, develop our own lay expertise and make a

difference. Besides, it was an issue that B. Dalton employees—(as booklovers, as well as booksellers)—would find naturally appealing for their own personal involvement.

So, what happened? With the help of a literacy consultant (now a full-time staff member) B. Dalton studied the issue of adult illiteracy for 18 months to assess just how the company could be most effective in helping to address it. Right from the beginning, B. Dalton didn't want to just give money away. We were determined to have impact with our giving and our involvement.

Through our assessment we identified five critical areas of need, needs which still persist today. They are:

Awareness.—America simply doesn't know she can't read.

Expanded services.—Only a tiny fraction of those in need are being served; some communities offer no services at all!

More effective delivery systems.—Many programs do not evaluate whether their services even meet the needs of their adult students!

More resources.—More people volunteering and more money are needed to provide additional services.

Public policy.—No administration until recently had addressed the issue in a major way.

Having studied the issue and identified the needs, in 1983 B. Dalton launched its National Literacy Initiative: a commitment of $3 million over four years to respond to the needs and help reduce functional illiteracy in the U.S. now.

B. Dalton is concentrating on three major thrusts: Adult literacy, motivational reading for children and youth, and a total integration of the literacy program into B. Dalton's business plan. Let me address each of those very quickly.

Our Adult Literacy program has five basic objectives: (1) To serve more students/adults who can't read. (2) To enlist more volunteers in helping out as tutors, as management consultants, and as assistants to the professionals in the field. (3) To increase the quality and effectiveness of local efforts, helping people get what they want and need. (4) To increase the number of communities with adult literacy programs through a combination of both public and private resources. (5) And, finally, to increase public awareness of this problem and its costs to our society.

Our reading programs for children and young people are aimed at increasing parental awareness of and involvement in their children's reading, and motivating kids to read. A primary thrust has been to underwrite the PBS series, Reading Rainbow.

B. DALTON AS CATALYST

B. Dalton's contribution goes far beyond the dollars that have been allocated to this program. We are acting as a catalyst, bringing together people and organizations to address the problem collectively.

On the corporate side of things, our literacy campaign is interwoven into almost every aspect of our business. We are actively recruiting both employees and customers to join us in this effort. We are knocking on doors all across America, actively encouraging all three sectors—public, private and non-profit—to become more actively involved in addressing the illiteracy problem.

Within our stores, we're using every tactic we can think of. From bookmarks and bag stuffers, to signs and posters, to benefits and bookfairs. Some have come to call it B. Dalton's literacy crusade.

What has been accomplished thus far? Let me start with a few statistics. Since 1983, B. Dalton has given 254 grants totalling $1.8 million to literacy programs in more than 400 communities. More than 60,000 adults were tutored through B. Dalton-funded programs last year alone. (This year's goal is 77,000 adults.)

In addition, more than 35,000 have called the 800# Literacy Hotline of the Coalition for Literacy, which we initially funded in 1983. Almost 30,000 volunteers participated in B. Dalton-funded programs last year. (This year's goal is 38,000).

CALIFORNIA ACTIVITIES

Here in California, B. Dalton has invested close to $200,000 in literacy programs since 1983. California Literacy, Inc., the organization I belong to, has been a primary focus.

Last year, through the efforts of California Literacy, 3,500 volunteer tutors helped 11,000 students and that number is up significantly from the previous year. In addition, under the auspices of the California Literacy, Inc., 200 literacy centers are being directed by 26 affiliated literacy councils, with the greatest concentration being here in Southern California. The method being used to teach adult clients is the Laubach method, a structured sequential program based on phonics.

B. Dalton was instrumental in linking California Literacy, Inc. with the California Library Literacy Campaign. Our literacy specialist served as a special consultant to the state library staff. She helped train the literacy staff from 35 public libraries as part of our effort to help develop this $3.5 million annual campaign.

But statistics don't paint the whole picture. The many partnerships we've formed along the way have given our program an impact that goes far beyond the dollars and the numbers served. Our focus has been on improving program quality and effectiveness.

Guidelines have been developed to help programs evaluate their results and measure their effectiveness. We've helped develop a computer-based management system that, hopefully, will one day give the literacy field a national data base. (Something that's desperately needed!)

Here in the Los Angeles area, as in other areas, we have provided technical assistance and consultation. We've consulted with community-based programs to help build partnerships. We've helped others develop proposals for funding. We've established local referral systems. We've expanded services and helped stimulate citywide literacy initiatives.

PERSONAL INVOLVEMENT

Like many other employees at B. Dalton across the country, I have become personally involved in these efforts. About three years ago I began serving as a volunteer consultant to the long range planning committee of California Literacy, Inc. I asked a lot of questions about the organization's operations, and their management structure.

The net result was, they got me! (Not the other way around!) I got hooked on the organization, and the issue. I became chair of the long range planning committee of California Literacy, Inc. B. Dalton funded a management audit, and from that we developed a three-year strategic plan. Last year I was elected to the board of directors and next year I will serve as vice president of the organization.

Obviously, I'm not a literacy expert. But I've found it exciting and challenging to bring my management abilities and a knowledge of business to an organization that is doing such important work in this critical area.

When B. Dalton began its literacy initiative, we were pretty much alone, as far as major private sector involvement goes. It's now a different story, I'm pleased to say. Today, literacy is not only a B. Dalton crusade, and a personal crusade for many B. Dalton employees, it is a crusade of many companies. (Especially those who, like B. Dalton, are involved in the printed word.)

Any list of our private sector partners would have to begin with Harold McGraw, whose personal commitment of time and money to this issue is almost without parallel. Then, there's Gannett Corporation, Warner Publishing, New American Library Publishing Company, The Chicago Tribune and, right here in L.A., the Times Mirror Corporation, to name just a few of our partners.

The rationale behind private secto involvement on behalf of literacy is obvious. The costs of illiteracy are enormous, as you know. Unemployment, enlarged welfare rolls, lost tax revenue. And those are just the indirect costs. More directly, illiterate workers contribute to the decline of America's competitiveness: Lower productivity, wasteful accidents, poor quality products and misdirected supervisory time.

PRIVATE SECTOR CAPABILITIES

The true costs are almost impossible to calculate, and we believe there is much that the private sector can do to help remedy the situation.

The private sector has resources. Money, space, employees and products. They can donate equipment, do fund-raising and provide in-kind services. The private sector also has expertise. They can contribute to policy and program development. Think tanks. Planning—informal and short-term, as well as long-range. The private sector has the opportunity to help its own employees through training and retraining, and by referring employees to literacy programs, or developing their own on-site literacy programs.

Mr. Chairman and members of the Subcommittee, the problem of illiteracy is at the root of so many social ills but it CAN be solved. In our judgment, it will only be solved if we aggressively and creatively muster all available resources from both the private and public sectors to address the issue. Business and education can no longer function in isolation. We must work together. Too much is at stake to do otherwise.

I am proud that my company has made literacy a priority, and that so many other partners are coming forward to join in this crusade. On behalf of B. Dalton, I

want to thank and congratulate you on making literacy an issue in Washington. We support you in examining the federal government's role, and in examining existing federal programs, looking at new programs and legislation, and other federally-supported activities.

B. Dalton will be formally responding to your questionnaire, asking for our company's view on what that role should be. Much has been done. Much more is yet to be done. At B. Dalton we know that government and business—working together—can make a difference.

I am personally proud to play a small role in the entire effort. I will be happy to answer any questions you might have about my role, as a representative of the private sector.

Thank you very much.

Chairman HAWKINS. Well, thank you, Mr. Albright. We certainly commend B. Dalton on their contribution; and certainly your testimony this morning I think highlights the value of it.

Let me begin by asking you about your idea of working together which you ended up with, which certainly fits perfectly, that business and the public sector should be working together. And I think both Ms. Baker and Ms. Clark touched on the same issue.

However, unfortunately, it is not due to anything this committee has done or hasn't done, most of the support at the Federal level is being withdrawn. That's a fact, I think, which is acknowledged. It is not always defended or rationalized, but is being acknowledged.

The Library and Federal Library and Construction Services Act is being diminished and is scheduled to be eliminated. Ms. Clark has indicated that also the State may not renew its commitment. So your two main sources of financial support to a very specific project which also would affect the Watts reading class as well—the Watts Adult Education Center. So from the viewpoint of the public sector we are in a period of time when either illiteracy is not recognized as a problem, or it isn't being dealt with effectively at the Federal level.

This Committee has made many recommendations and is heavily involved in resisting the budget cuts. And I am not blaming the White House, and I am not blaming any political party; but it is a fact of life.

We know that the private sector may have its limitation. We don't expect the private sector to pick up that which is going to be withdrawn at the Federal and State levels. So that if you look at this situation, it seems that we will be increasing illiteracy with dwindling resources; because the number of illiterates—the rate is increasing tremendously. And if we even did what is now being done in a desperate way, almost out of desperation, our library system, our adult centers, and so forth are not reaching a great number because of a lack of resources—what does the future hold? In what way do you think that we can either impress the public, and the business sector in particular, to help us not only in its contribution as you are doing directly, but indirectly as well in trying to bring to the attention of those who make decisions in government that we are not going to rely altogether on government, but we must at least have some partnership there with government? What is it that we are not doing?

Mr. ALBRIGHT. First of all I would like to say that our company will be formally responding to that question in a more formal and creative way; but I think that up front, initially, I think, that hearings like this, bringing a focus on illiteracy—the problem of illiter-

acy across the Nation—and focusing that directly to the private sector and so on, identifying through communication and making the issue more known so we have more partners going on the bandwagon, and getting more involved in literacy as an issue.

Companies will come forward if communications—if publicity is known about it. And, I think, that is a real opportunity that you have from the public sector of bringing the private sector involved in it a lot more.

Your comments starting out this hearing saying B. Dalton's involvement made me so proud of it—part of B. Dalton and involved in the issue itself; and I just thought, "Jeez, it would be great if my employees, my manager, could hear this type of dialog that you were saying."

But I think that is a real problem. The issue is understated right now all across the Nation. But to get the private sector more involved you really need to have more communication, make it an issue, bring the private sector more into it.

Chairman HAWKINS. Well, I doubt if my statement or the statement of any member of this committee is going to make the 24th page of any major newspaper. Because, unfortunately, we don't say something that could be picked up as what some would think is newsworthy. We try, and certainly your involvement helps us to do that. When you have time to think about it—how it is that we can better reach that business community that you speak of, to impress on them that we are not saving anything, we are actually losing by illiteracy. And that even to delay it is going to make it much more expensive.

Mr. Dymally, I think you were seeking permission——

Mr. DYMALLY. Thank you, Mr. Chairman. Do you think that this is a job for the private sector exclusively, or should the Federal Government get involved in this?

Mr. ALBRIGHT. I think the Federal Government has to be involved in it. I don't think that it is a private sector issue, that private sector alone can deal with effectively and be able to solve alone.

The private, the nonprivate and the public sector all have to be involved in the issue. You have to have the volunteer efforts to make it work. You have to have Government making it an issue for it to work.

Chairman HAWKINS. May I ask Ms. Baker—and I thank you for the reference in your statement to my addressing the class, which I was very delighted to do so—and I am sure that other Members of Congress would be delighted to do likewise. You mentioned some documents that you used, some leaflets and so forth. I am wondering to what extent are they effective? I certainly want to commend you on doing it—but I am wondering how effective they are when the people who need them the most can't read them?

Ms. BAKER. Good point, Mr. Chairman.

Chairman HAWKINS. The Census Bureau recently sent out a questionnaire asking American citizens across this country, "Can you read?" And everybody either said, "Yes" or they couldn't read the question. They concluded that 99 percent of Americans were literate. So, how do you do the job?

Ms. BAKER. Thank you, that is a good point and it's crossed my mind frequently. Sending the flyers out—what we tend to do is try to make them colorful, No. 1; and we try to stay from something that looks very official like white paper, the envelope, et cetera, try to stay away from the threatening sort of thing.

Now in making them a little bit colorful and keeping the wording very simple, we find that we do get fairly good feedback—not as good as we would hope—but quite often people will come into the office and they may not be able to read the message on there, but they can follow the address. And we have had a number of people to come to the school, just bring it in—and I know what area it is coming from because of the color. We generally color code say by the ZIP Codes that we send to.

And we make the message very simple; and they will bring in the brochure; and then we can help them from that point. But, quite often we do lose many people because I'm certain they can't read the message.

Now, that was one of the reasons that I feel that the third recommendation for a nationwide media-type campaign—because we would reach, I feel, many more people if we use electronic media—television or radio —if we could afford that luxury.

Chairman HAWKINS. Well, I wish you would file with the committee the leaflets that you referred to so that we can have them in our file.

Ms. BAKER. OK, certainly.

Chairman HAWKINS. If they are not—if it's any consolation to you—if they are not reading those booklets, they are not reading our Congressional Newsletters either.

Ms. BAKER. I might say that the most recently—we did circulate to the elementary schools, they had the turkey on it. Now the children probably could not read the message, but the intent was to get that flyer home to the parents. We did one at Halloween time with a big pumpkin on it; and the kids thought it was an invitation to a Halloween party, and that was our intent in providing them with this. So, they can get the message home and, perhaps the parent might even ask the kid or someone else to read the message to them if they can't read it themselves.

Chairman HAWKINS. Thank you.

Ms. CLARK. Yes, in addressing that same issue—we have a flyer also. Our flyer says, "Do you know someone who cannot read?" So we address our flyer to a friend, relative, teacher, someone who comes in contact with people who need the services; because we have discovered that word of mouth is actually our best advertising. And very often a parent will call in on behalf of an adult child; or the adult child will call in on behalf of a parent; or a spouse might call in on behalf of the other spouse saying, "I saw your flyer in the library. My wife can use your help; how can I get her into your program?"

So that is a way that the flyer can work, even though the recipient of the service can't read the flyer.

I would also like to address myself to the earlier question, if I may. And that is in regard to the working of the public sector and the private sector.

The private sector is becoming more and more aware of the problem. There is still a great deal of the public sector that we find in our working with public groups are not convinced that illiteracy exists. There are still people in the general public who say, "But we have free public education in this country. It is hard for us to believe that people—adults—in this day and age don't know how to read." And we pull out the statistics and we read from the reports to try and convince them that this is the problem, that they do in fact need to be concerned about.

That, I think, is something that you can help us with. You have credibility by your very stature. You can help us deliver the message to the public out there and get the constituency sufficiently riled up about this problem, which is—after all, all of our problems—so that they can begin to have an impact on their representatives.

We do need to tell the public at large that this is a big enough problem for them to be as concerned about as they are about many other social problems.

Chairman HAWKINS. Thank you. May I interrupt the meeting to ask Ms. Theresa Hughes, Assemblywoman Hughes, to join us at this side of the table. Assemblywoman Hughes is chairperson of the Education Committee in the State assembly; and because of her position I would like her to participate just as fully in the hearing as the Members of Congress. We are delighted to have her. I am sorry that she was not here when Ms. Clark mentioned what the State might not be doing; but I am sure Assemblywoman Hughes is very alert as to what is needed and certainly we will furnish her with the testimony. Ms. Hughes, we are delighted to have you.

As a matter of fact, we are meeting in her district by invitation. Mr. Jeffords.

Mr. JEFFORDS. Thank you, Mr. Chairman. I must say that I am very impressed by this testimony. But to assure you that those of us who perhaps live in as about as opposite a situation as you live in, have similar problems, I will tell you a little bit about Vermont. Of course we are in the opposite corner of the country. We have a population which is about 1 percent minority. We do have a significant, but small, French speaking population on the border. We have a relatively low unemployment rate; and yet we have a rather high percentage rate of low-income individuals.

Startlingly, we found that we have about a 25-percent illiteracy rate in our adult population. And that information incidentally, does not come from the U.S. Census but from other sources. I point that out because it is a national problem. It is not just a problem of Watts or the urban cities or areas of huge unemployment. It is as serious a problem, certainly in many respects, as it is here although the statistics are nowhere as dramatic.

We do have one piece of legislation which I would like your comments on—introduced by a Republican, incidentally—called Even Start.

I don't know whether you've heard of that bill or not—but I would like your comments on it because it seems to me that if we are ever going to end this situation we are going to have to attack the problem at both ends—both the adults and children at the same time. I wondered if your experience indicates to you whether

or not there is a high correlation between difficulties in the early education of young people and the illiteracy at home. I wondered if you would give me some comments on that to help us to understand whether or not Even Start would be a helpful piece of legislation. Ms. Clark?

Ms. Clark Yes, I've heard about Even Start and I think it is tremendous because it is one of the things that we have been very concerned about with our library program. And that is, very often if parents can't read then children—a second generation coming along behind them—without that support from home of parents who can help with their homework. And slowly but almost surely we have found that from talking to people with the school district, these children very, very gradually fall behind and then become potential dropouts.

When I heard about Even Start, I thought, "This is an ideal program; and it actually offers itself as a possibility to libraries." Because in libraries—as children's librarians work with children—and as our literacy program works with illiterate adults—there is an opportunity here to pool them together in very much the way the Even Start program is suggesting that adult parents be helped along with their children in a kind of a Head Start effort.

I think it is not only a wonderful program, I think that is another way that people like yourselves can get the public more informed that this is a problem that affects not only the adults but their own children.

I have heard a lot of people say in response to our community meetings, "But isn't the problem in our schools?" The answer to that question might, in fact, be, "Yes." But the problem is also in the home, if the parents are functionally illiterate; and Even Start is a good effort in that direction.

Mr. JEFFORDS. Ms. Baker.

Ms. BAKER. I would like to say—I think, I am not totally familiar with the Program Even Start—however it certainly is true that we have to work with both the parents and the children. However, I think statistics will show today that this is the first time in our history that parents are more literate than the children—than the youngsters—than the young adult.

And this really causes me great alarm. The parents are more literate—can read and write better than the children coming along today. So we must address the issue if we are to have a future at all.

Mr. JEFFORDS. I certainly agree; and we've got to have an across-the-board approach to this problem. We can't just pick just one little area and hope. But I would also like to commend you for, first of all, your realistic approach to Federal involvement. You left the money needs to the end of your recommendations which probably, unfortunately, is very appropriate at this time when we are trying to do something about a $200 billion deficit.

Also, I think you made an interesting point which I hadn't really thought of in quite the same terms you had stated—and that is, because of the wide use of television and other electronic media there is a less need—or at least less felt need—in our adult population for having to read as perhaps there was before we had television and other electronic media.

I wonder, though, whether or not you can tell me what has occurred in your area with the utilization of electronic media, to assist people in learning to read. I strongly believe that, notwithstanding, the great use of computers we are never going to replace the need to read. The most startling education opportunity I ever had was a speed reading course, where I suddenly realized what a terrible reader I was and how much unutilized capacity there was to effect efficiency in learning.

What, if anything, have you seen in the sense of utilization of modern computer technology and learning techniques to get the people to read through a combination of audio means and computers as a teachers' aide or tutoring? Do you utilize these aides in your programs?

Ms. BAKER. The program that we use at the Watts Center is EDL [Educational Development Laboratory], and the reason that we like this program—it is a multimedia type program. Our students are able to learn by listening, by the visual aspect, and by reading also. It is a multimedia, multilevel, multimodal type of a program. And we find that if we miss it one way with the students, then they may be able to pick up on—if they didn't see it they may hear it.

And so, we try to address the entire area, I guess you might say. And I just feel that programs of this sort is needed. My experience in adult education goes back—I think this year is the 19th year that I have been working in the community of Watts—and I am terribly disturbed that I haven't seen a greater amount of progress as far as eradicating illiteracy.

A good 10 years ago, I think it was, when the University of Texas at Austin came out with the adult performance levels study indicating that one in five adults were functionally illiterate. Since that time it appears that rather than the statistics decreasing, they are certainly increasing. And I feel that it is incumbent upon all of us here today to get the message out to those in the position to do something about this problem. It is our obligation to see that something more is done about the situation.

Ms. JOHNSON. Mr. Chairman.

Chairman HAWKINS. Ms. Johnson.

Ms. JOHNSON. I would like to address the question about using software or computers and linking them up for the adult learning process. We are not doing it in the library adult reading project because we have so many centers and the costs involved right now are too prohibitive for us to utilize computers. But in some of the neighboring programs in the Los Angeles area—such as the Downey program headquartered in the Downey Public Library—such as the county program—they have been using computers to a limited extent—and particularly Apple software—with their adult learners. And they are finding that they take to it very rapidly; and it does help them in the learning process.

So this can be another tool in terms of increasing the reading and writing abilities of the individuals. The software companies are just beginning to look at this as a new market now, so there is not that much in the way of programming available. Those of us on the literacy side of this who have both skills are doing more work in that area. But it does look like it can be a possible tool that can help, particularly when you don't have enough of the individuals to

do always 1-on-1 for people who are not necessarily ready to go into the classroom situation.

Mr. JEFFORDS. Thank you. I'd just like to say that I believe very strongly—and I've been talking with institutions like IBM and others that are just beginning to get interested in this area. With the strong belief that the development of a low-cost, simple computer-type operation for dealing just with illiteracy has great potential. And, Mr. Albright, as you pointed out I think very candidly in your statement, that if business sees itself interested in these operations they are much more likely to become enthusiastically involved. And certainly the kind of market for computers—getting people to read—obviously, they will buy books—all those things. But I think there never has been a time where we can look at the demographics of where the country is going, and the need for educated, productive workers for business to say, "If we're going to be able to meet the demands of world competition and the advantages of the markets that are out there, we have got to get our population to be totally literate." So I agree in that sense, and I appreciate that.

Chairman HAWKINS. Ms. Hughes, I thank you—the recognition——

Ms. HUGHES. Thank you very much, Congressman, for allowing me to be present with you this morning. In relationship to Ms. Clark's testimony, and also Ms. Baker, I want you to know that I did have a piece of State legislation this year to provide funds for university students to act as tutors to help with the illiteracy problem. And, unfortunately, the Governor saw fit to veto that measure because he said that the funds had not run out for the public library program. But I will be reintroducing that. And, Congressman, if you could help me to persuade the Governor that the need is so great, even though there might be one other program out there, I think it would help a great deal. Thank you.

Chairman HAWKINS. Mr. Hayes.

Mr. HAYES. Thank you, Mr. Chairman. I'm going to be quite brief. The witnesses, as has been said, presented us with some excellent testimony. It almost makes one want to cry if you thought it would help.

When we hear and consider what is happening to our youth today, and how little concerned many who are in positions to help are with the magnitude of this kind of problem—I see where, for example, the State of California just recently joined the lottery club. The State of Illinois, which I have come from—this has been a part of for some time.

The commitment with the system in the State of Illinois was to contribute more money for our public education; but it hasn't quite worked out that way.

Mr. Albright, your testimony on behalf of involvement of business I think is on target; but I think we've got to be realistic. You are in the printing business—and the reading business, and you have a special interest. So do most of the major publishing companies, they naturally have an interest to help people to read, you know, in order to be able to sell their wares. There is no question about it.

But, I think we do have to find a way to reach out to other sectors of the business community—which has been suggested here ways to do it. It makes a lot of sense. But I'm not kidding myself. Some of them are part of that group that has no sensitivity as to the magnitude of this problem, or what it really means. They don't know what—they don't care—I'm just being very frank with you—they really don't care whether or not the poor and disadvantaged you and Ms. Baker talked about, which certainly parallels certain parts of my own district in Chicago.

I imagine you could use the statistics which you've used and find it quite comparable to certain sectors of the First District in Illinois where the per capita income is so low, and the dropout rate among our high school students is so high. Sometimes I think that as we look at—and will be for the next few weeks when we go back into the congressional session—and I know my chairman, Congressman Hawkins has mentioned this—as we discuss the conference committee on Gramm-Rudman and see the kinds of programs that are going to be reduced in an effort to reach what is called the zero level on debt of the Federal Government by 1990 and 1991.

We built in, I guess, some—certain programs which we hope will not be touched. One of those programs that we have built in—some of us—is not education. I don't think we're even going to be able to protect the nine that we did, such as aid for dependent children, our senior citizens so far as Social Security is concerned.

These kinds of programs are going to be reduced from where they are now. As the chairman said, "Some of the moneys that you've gotten are going to be discontinued altogether if some people have their way." So this is the thing that really disturbs me. I noticed—I wanted to raise a couple of specific questions of you, Ms. Baker, particularly.

How much of your program now is dependent on Federal funds?

Ms. BAKER. The Adult Basic Education Program is a federally funded program.

Mr. HAYES. So if that is cut out it will be almost criminal?

Ms. BAKER. Absolutely. In fact the reductions that we've faced over the past few years are criminal.

Mr. HAYES. Now, Ms. Clark, you said—in your proposals you mentioned title VI funds should be increased?

Ms. CLARK. Yes.

Mr. HAYES I agree with you, but I am also a realist.

Ms. CLARK. Well, I am too and I recognize that many of the things that we would like to see happen will not happen. That doesn't mean that we shouldn't want to have them happen just the same. I think libraries are the very logical place for literacy programs, because just as nonreaders won't buy books, nonreaders won't use libraries either. Libraries are an opportunity for adult education on a level that adults can't get anyplace else—not even in the public schools. Because if you just want to know how to fix your own plumbing, you don't want to go and have to take a whole course for that, you want to go the the library and get a book that you can read and take home and fix your plumbing.

So libraries are educational institutions and literacy programs belong in libraries. That is why I think title VI needs additional funding.

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But I am realistic and I know it might not happen. But I want you to know that we feel it should happen. We also feel that the committee has an opportunity to reach the public out there and, perhaps, let the public know that it should happen.

Mr. HAYES. Thank you, Mr. Chairman.

Mr. HAWKINS. Mr. Dymally.

Mr. DYMALLY. Ms. Clark, I think you just answered one of my questions, and that is do you think that Federal funding is needed to continue your voluntary program?

Ms. CLARK. Absolutely, no question about it.

Mr. DYMALLY. Second, are you working in conjunction with the county libraries?

Ms. CLARK. We share some of the same service areas and we refer people back and forth, and we are in constant contact with each other in that way. The project directors of all of the literacy programs that are part of the California literacy campaign meet monthly to meet in a cooperative way. Yes.

Mr. DYMALLY. Ms. Baker, you made a number of recommendations for Federal involvement. Are you suggesting, perhaps, a Federal center, a national center on illiteracy?

Ms. BAKER. I would love to see that. I feel that that could be most effective for us in solving the problem, since it is a nationwide problem.

Mr. DYMALLY. Thank you very much, Mr. Chairman.

Chairman HAWKINS. Mr. Martinez.

Mr. MARTINEZ. Thank you, Mr. Chairman. I'm wondering, because I've had a lot of personal experiences with illiteracy. Now my mother was born and raised in this country and never went to school a day in this country, and never read until the day she died at 78.

Yet, all of the children learned to read. But, yet I saw students that I went to school with going through the same system I was going through—nowhere along the line did I ever see anybody check or test the ability of that student to read. I have a younger brother who was passed up; who—I don't know how—he miraculously learned to read in his last 2 years in high school. Then went on—because he suddenly realized that he needed it for employment. But he had been being passed along, not because he passed any tests on reading.

And yet we teach geography, and math, and all kinds of science classes, and drafting classes, and mechanic classes, and all those classes that we teach in school—for a person to learn, it takes some reasonable ability to read. Yet, these kids get by. I know when my era—when I was going to school—a lot of them got by asking the guy next to them that did read; and by asking the other students. Yet nowhere in the public school system did they ever test along the line to make sure that that person learns the very basic of how to read—more than just reading in itself—comprehension. Do you know of any system in any public school system anywhere that does that, that monitors the reading progress of the students as they go through K through 12?

Ms. BAKER. I'm specifically working in the area of adult education, so I don't know how well qualified I am to speak on it. However, I do know that the schools at this time—within the State of

California there are proficiency exams. I guess in the past you are speaking of something akin to the social type promotion—which I think many of us had witnessed—where if the child was not a problem he may be moved from one grade level to the other without learning to read.

I believe it is still true that reading is probably not taught in the school system beyond probably the sixth grade level. Once you get past that area, you are learning geography or whatever else, and you should have the basic reading skills by that time.

However, within the State of California now, students must pass proficiency tests in reading, in writing, and in arithmetic before they can receive a diploma. We have those same standards now within the adult education division also.

Mr. MARTINEZ. When do the proficiency tests start, at what grade level; do you know?

Ms. BAKER. What grade level?

Mr. MARTINEZ. Or is it just when they get to be seniors? I understood there was awhile back initiated—in order for the person to get his high school diploma he must past that test——

Ms. BAKER. He must pass those tests; and so I do know they are given, I think, throughout—at least throughout the student's high school experience. As far as the intermediate school, elementary, I really don't feel that I am able to answer.

Mr. MARTINEZ. Mr. Chairman, could I turn to Ms. Hughes and ask her? Ms. Hughes, do you know if other than that proficiency test, in order to get the high school diploma if anywhere in high school—or not even high school—I'm concerned that they start in junior high school in California to learn other classes that are so paramount that they know how to read—are they monitored along the lines of the—that they don't go on if they don't understand and comprehend the materials they are reading to learn that subject—that they don't go on before they get to that point?

Ms. HUGHES. Unfortunately, we have not had enough monitoring of this in the past. When we had testimony regarding the literacy program in Sacramento, I had a young, white male, age 24 years old, who testified, who indicated that before he attended the library literacy program he was reading at the fourth grade level; he is now reading at a sixth grade level. That is deplorable that anyone within this last decade should have graduated from high school in our state reading at a fourth grade level.

As some of the witnesses have indicated, in the past when you became a certain age you were just automatically moved along. Then these people are dependent upon an adult education program. Just since SB 813 have we really begun to look very carefully at reading, math and other core curriculum areas.

Unfortunately, we are way behind many other States in this area, Mr. Martinez.

Chairman HAWKINS. If the Chair may add to that statement, Mr. Martinez, John Smith, one of the staff members of the staff of the Education and Labor Committee, has been charged with the responsibility of going into various States to identify what we call effective schools. These schools' tests monitor the child sometimes even on a weekly basis to make sure that there is some feedback as to whether or not that child is really learning. That system has

worked well in the State of Connecticut, it has worked well in the District of Columbia where children are not automatically passed on—they are monitored very carefully. We do have some local examples in the L.A. Unified School District, the 95th Elementary School and the Brett Hart School, and the George Washington High School—these three schools in a complex—have has done an excellent job—doing this has shown great academic performance.

The L.A. Unified School District is experimenting in some additional schools this school year. They will have a great number added next year. We do have a bill in this committee, the effective schools bill which the Chair has authored and I am quite sure that you are one of the coauthors—we do have 135 coauthors—to encourage further development in this field.

But you are quite right. It has been a problem, but if we act the way I think we are capable of acting, next year we will have an effective schools bill that will address this specific problem.

Mr. MARTINEZ. Thank you, Mr. Chairman. I am a coauthor of that—a cosponsor of that, and of course would also like to be a cosponsor of Even Start. I think that is a tremendous bill and could go a long way to correcting the problem.

Chairman HAWKINS. Mr. Jeffords will be very glad to sign you up.

Mr. JEFFORDS. Already done.

Mr. MARTINEZ. The thing is, Mr. Chairman, that even though we have done this recently and in a very limited way, we have another job of correcting the ills that occurred even before we started to do that.

No. 1 and No. 2, we had to do that that's been done in a very limited way, and that your bill would call for in a much more aggressive way. One of you, and I forget which one, said something about commitment. We need to make a commitment. You know I would hope that we could make the same commitment we have made to the education of our masses as we have made to defense. Because certainly, if we are not going to be able to educate these people, we are not going to be able to handle that defense system—those technical defense systems that are coming up.

I think the Constitution in it had a mandate which provided that this society would belong to all the people and all the people would be a part of that society. The only way we can do it is if they are educated. They can't be illiterate. For them to vote, and vote intelligently, they've got to be literate.

If we are going to live up to the Constitution's intent, as it was outlined in the Preamble where it said "to promote the common good, insure domestic tranquility," I think that we've got to realize that we are going to have to take all these illiteracy problems that we have. I think that you have said, and I agree with you, it's something that is ignored, that's been pushed under the table. It is something that we choose to ignore or—because of some kind of shame. Well, think about the shame of the people themselves that are illiterate and cannot function as evenly as anyone else. Thank you.

Chairman HAWKINS. I think the members of the panel know how much they are appreciated, because we have taken almost an hour and a half in this first panel. I think that is an indication that you

have invoked not only the support but the enthusiasm of the members of this committee. Two members have been signed up on two specific legislative initiatives as a result of your testimony. That's progress—three members, four members—have agreed to be speakers—and have agreed to do some of these specific things, Ms. Clark, that you've outlined in your statement.

Again, the Chair wishes to thank you, and all of the members of the committee.

This will conclude this panel. Now we will call on the next panel which is composed of the bilingual education panel—Ms. Gay Yuen Wong, a member of the California Association for Asian-Pacific Bilingual Education; Dr. Reynaldo F. Macias, department of curriculum and instruction of the School of Education of the University of Southern California; also, Dr. Patricia Milazzo, assistant director for research, Southwest Regional Laboratory; and Dr. Kenneth L. Davis, superintendent of education of the Bellflower Unified School District.

We will call on Ms. Wong first. I understand you have a time problem. Let us hear from you and then permit you then to leave. I know you don't want to go through the whole testimony because of an emergency that has come up. So suppose we hear from you first, Ms. Wong, and then allow you to leave, unless some of the members have a specific question. I would suggest that they can address the questions to you by writing, and if you will respond to those questions then we can permit you to leave as soon as you've testified. Thank you.

STATEMENT OF MS. GAY YUEN WONG, MEMBER, CALIFORNIA ASSOCIATION FOR ASIAN PACIFIC BILINGUAL EDUCATION

Ms. WONG. Mr. Chairman, distinguished members of the committee, Ms. Hughes. I would like to thank you this morning for allowing me the opportunity to speak to you on behalf of Asian Pacific Islanders' student needs. My name is Gay Yuen Wong. I am an educator with the Alhambra School District, but most of the time I like to identify myself as a parent with two children in the public school system with L.A. United School District.

Data from the 1980 census showed that the national Asian Pacific Islander population grew by 142 percent between the years of 1970 and 1980. In comparison, the Hispanic population grew by 61 percent, and the black by 17.3 percent. Most of the Asian Pacific Islander increases in this Nation are attributed to immigration and refugees. For instance, the Korean population between 1970 and 1980 grew by a phenomenal 413 percent, of which 95 percent of that total growth is attributed to immigration.

According to the California State Department of Education's 1985 figures, approximately 1 million students in the State's K–12 public school system are from homes where languages other than English are spoken. Of these, about 500,000 are classified as limited English proficient students.

Of that total limited English proficient student population in California, approximately one quarter of that are students from Asian Pacific Islander groups.

This figure represents a 95-percent increase from the 64,000 students identified only a few short years ago in 1980. In Los Angeles County, out of the 457,000 Asian Pacific Islander residents that were counted in the 1980 census, the two largest communities here were Long Beach and Monterey Park. Mr. Martinez, you are very familiar with that.

Chairman HAWKINS. Ms. Wong, may the Chair suggest—because I know you indicated limited time—that you deal with the highlights, the testimony in its entirety——

Ms. WONG. Let me highlight some of the figures first because these figures are just very significant to the points that I do want to make.

Chairman HAWKINS [continuing]. Yes, you may proceed.

Ms. WONG. Correspondingly, Long Beach Unified School District indicated that there was 11.1 percent growth in Asian Pacific Islander population; and the Alhambra School District, which Monterey Park students attend, showed an increase of 13 percent in 5 short years also. OK, and for the first time, Asian Pacific Islander students in the Alhambra School District outnumbered Hispanic students in the 1985 district ethnic survey.

Today, I was asked to briefly identify the educational needs of the Asian Pacific Islander students, and also to recognize successful and exemplary programs that are addressing these needs. Unfortunately, the needs are many and the solutions are few. But I will try my best to support my comments with the limited data that is available. I think that in addressing the needs of Asian Pacific Islander students, it is necessary to recognize the profound differences among each of the groups. There are vast differences in cultural, economic, and educational backgrounds; as well as in place of birth and length of stay in this country. Demonstrating understanding and responsiveness to this diversity is the best means for preparing education programs which will lead to academic success and full participation in society for all API students.

There are Federal and State laws mandating and guaranteeing service for limited English proficient students. However, even with one of the strongest bilingual laws in our State, the State Department of Education data still shows that over 85 percent of those identified LEP students, limited English proficient students, who are of Asian Pacific Islander descent, are not being—are not receiving full bilingual programs because they are not clustered in the groups that will generate a full bilingual program and, therefore, they don't get the bilingual services that they need.

Testimony received by the State Superintendent's Asian Pacific Affairs Council last year indicated there is a great concern among the parents and the community of Asian Pacific Islander students. No. 1: There is concern that they are not receiving the bilingual services; and then No. 2, in particular the Vietnamese parents were very concerned that half of their population of the Vietnamese students here for 10 years or more are still having problems with the English language.

These results cannot be blamed on bilingual education programs because Vietnamese students historically have not received full bilingual programs in this State because of lack of staffing, teaching material, and textbooks, and other curriculum materials. For those

students who are in bilingual programs, the effectiveness of bilingual programs have yet to be empirically studied. Congress mandated and provided the funding for a series of studies that would examine the effectiveness when it reauthorized the Title VII Act by 1978.

Several of these studies—and I will summarize quickly—came up with the recommendations but they are not really identifying success indicators that can be implemented in general for most of the bilingual programs or the classroom situations that these API students are in.

One study showed that it is very important to involve parents and community in the program; because once the parents and the community buy into the bilingual programs that are addressing the individual needs of the students, then those programs will be successful.

L.A. Unified has a model program which is the Eastman Schools Project, that has been cited nationwide as a successful program. But that program might not be applicable to addressing the same types of need that Asian Pacific Islanders students—it may or it may not—but there is no research available indicating either way.

Another study funded by NIE was to identify the significant bilingual instructional features in the programs. It was conducted by a consortium under the leadership of Far West Laboratories.

The study concluded something that I found was very general in this application because what it said was, "Teaching methodology—good teaching methodology is good teaching methodology." OK, be it for regular classroom or for bilingual classroom or for any type of special program.

As long as the teaching methodology focuses on the goals and the objectives, presents instructions clearly, involves students actively in the learning process, immediately provides feedback, and provides instruction in a relaxed and pleasant environment—these are all significant figures in effective instruction. The difference is that in a bilingual structure, such features are carried out in two languages.

Two other studies cited successful practices when they are looking at children in a bilingual situation. One cited that in a Grade 6 situation, bilingual Chinese and Japanese in California schools in 1977 to 1978 achieved substantially higher basic skills than average; and higher than white children once these kids become fluent. Again, it is kind of common sense, when they say that they are considerably lower than the reference groups in reading scores when they have limited English proficient skills.

Another study that was just completed last summer found that Chinese-American students in Alhambra who were identified as limited English proficient to begin with, were given a bilingual program and then reclassified as fluent English proficient—did better in their CTBS test scores than the nonminority white students.

It is really not proper to infer a lot into these results, except to say that something was done right in the bilingual programs for these students in Alhambra. Since the programs are different at each school site, it is impossible to say which features were the ones who contributed to the academic successes. But somehow we

know that the bilingual program worked for those Chinese students in the Alhambra School District.

Another aspect of successful practices for bilingual education is to incorporate the home culture into the regular school curriculum, because the unspoken message when the child's language and culture is not brought into the classroom is that, "Your language and your culture is not important, is not highly thought of in this country, and should be placed in a secondary or third level of importance."

There are numerous research studies that show that a positive self-concept affects academic achievement.

So, people who are involved with bilingual programs strongly advocate the inclusion of the child's home culture into the curriculum.

There were other findings and recommendations that came out through the hearings of the State Superintendent's Asian Pacific Affairs Council. One is—one that will directly affect the committee's outlook might be the suspicion that school districts are undercounting the number of Asian Pacific Islander students. Whether they are doing it consciously or because certain dialects of certain language groups are not recognized, we don't know. But the community definitely feels that there is an under count. Especially the Pacific Islanders communities there.

Also, there is difficulty in implementing effective bilingual instructional programs for all LEP students because of the scarcity of primary language instructional materials, the dearth of bilingual personnel, and the lack of research available in identifying successful practices.

Then, finally, we have a lack of appropriate testing instruments in the primary language to even assess whether these students are, in fact, remedial due to an English language deficiency, or whether they actually have academic achievement problems, or whether they belong in special education classes.

Then for those students who are English speaking, who are Asian Pacific Islanders, our standardized tests are showing that even the American born English students are scoring much lower than the average student in measuring verbal English skills. These lower scores affect the API students' academic performance, their college entrance, and also their career choices. We tend to stay away from the careers that require more verbal skills.

We are also faced with an increasing dropout problem where particular Asian Pacific Islander groups are finding for the first time that their children are not finishing school; and they are dropping out.

I think, in conclusion, I have identified more needs than solutions to the education of API students. Unfortunately, that is the reality of the situation. The body of literature is slowly increasing as Asian Pacific Islanders study themselves for a closer look into areas where others have shown little interest. The cry for funds allocated to addressing the needs of API student have not been heard by many who have control of the purse strings. I hope that this committee will hear that cry, and make appropriate recommendations to remedy the oversights. Thank you.

[The prepared statement Gay Yuen Wong follows:]

PREPARED STATEMENT OF GAY YUEN WONG, CALIFORNIA ASSOCIATION FOR ASIAN PACIFIC BILINGUAL EDUCATION

Data from the 1980 census showed that the national Asian Pacific islander population grew by 142% between 1970 and 1980. In comparison, the Hispanic population by 61% and the black population only grew by 17.3%. Most of the API increases are attributed to immigration and refugees. For instance, the Korean population between 1970 and 1980 grew by a phenomenal 413% of which 95% of that growth is attributed to immigration.

According to the California State Department of Education's 1985 figures, approximately one million students in the State's K-12 public school system are from homes where languages other than English are spoken. Of these, about 500,000 are classified as limited English proficient (LEP) students.

One fourth of the total LEP student population in California is from Asian and Pacific islander groups. This figure represents a 95% increase from the 64,000 API LEP students identified by the Department in 1980.

In Los Angeles County, 457,000 API residents were counted in the 1980 census. The two largest communities were Long Beach, with 19,600 API residents and Monterey Park, with 18,300 residents. According to figures released by the Long Beach Unified School District, the API student population growth between 1973 and 1983 is 11.1%, Alhambra elementary school district (where the majority of Monterey Park children attend school) shows a 13.15% increase between 1980 and 1984. For the first time, Asian Pacific islander students in Alhambra school district outnumbered that of Hispanic students in the 1985 district ethnic survey. Of the district's total population of 10,136 students, approximately 60% are from language minority backgrounds and 30% are limited English proficient and in need of bilingual services.

I was asked today to: (1) briefly identify the educational needs of Asian Pacific islander students and (2) recognize successful, exemplary programs that are addressing those needs. Unfortunately, the needs are many and the solutions are few, but I'll try my best to support my comments with the limited data that is available.

In addressing the needs of Asian Pacific islander students, it is necessary to recognize the profound differences among the groups. There are vast differences in cultural, economic and educational backgrounds as well as in place of birth and length of stay in this country. Demonstrating understanding and responsiveness to this diversity is the best means for preparing education programs which will lead to academic successes and full participation in society for all API students.

The Lau V. Nichols decision of 1974 by the U.S. Supreme Court provided equal educational opportunity to students who are limited English proficient by mandating programs that would meet the special linguistic needs of such students. AB 507, the Bilingual Act of California sets specific guideline for districts to follow in providing services for limited English proficient students. Yet, state department of education data shows that 85% of identified by API LEP students are not receiving full bilingual services because they are not clustered in sufficient numbers to generate full bilingual programs.

Testimony received by the superintendent's Asian Pacific Affairs Council in 1984 indicated great concern among educators and community leaders that less than one-third of the API LEP students receive bilingual services and that over one-half of the Vietnamese student population enrolled ten or more years in the California public school system continue to do poorly in the English language. These results cannot be blamed on bilingual education programs because Vietnamese LEP students, in general, have not received full bilingual programs due to the lack of bilingual teachers, textbooks and other curriculum materials.

For those students who are in bilingual programs, the effectiveness of bilingual programs have yet to be empirically studied. Congress mandated and provided the funding for a series of studies that would systematically examine the effectiveness of bilingual education when it reauthorized title VII of the Elementary and Secondary Education Act in 1978.

One such study was "Bilingual Education in a Chinese Community" conducted by ARC Associates, Inc., completed in 1982. The study made two assumptions. The first was that bilingualism and bilingual education are valued by the target group. The second was that the objectives of the bilingual program are compatible to the group's needs and wants. Other studies have found that community cooperation was crucial to the success of bilingual programs. Recommendations from the study include an increase and better communication with the parents and community, as well as providing parent education so that they will have greater understanding of the educational process. In addition, teaching staff should be involved in all pro-

grammatic decisions because they are the ones who implement such decisions. There should be financial support as well as philosophical support by school boards and administrators for bilingual education. School districts should have a district-level master plan which clearly delineates the objectives of its bilingual education program.

In 1980, NIE funded a three-year study of significant instructional practices and elements in bilingual instructional settings. The intent was to provide important information to understand and subsequently to increase language minority students' opportunities for full and successful participation in the instructional process. The significant bilingual instructional features study was conducted by a consortium under the leadership of Far West Laboratory. By analyzing previous research, the study concludes that effective bilingual instruction is the same as effective instruction of basic skills in general, but in two languages. The study states that the methodology do not differ greatly from a monolingual program. General good teaching methodology such as clearly focusing on goals and objectives, presenting instruction clearly, involving students actively in the learning process, immediately providing feedback and providing instruction in an relaxed and pleasant environment are all significant features in effective instruction. The difference is that in a bilingual setting, such features must be carried out in two languages.

The study also suggested a need for understanding the process for teaching English in a bilingual program. Limited funds are committed to such studies and yet, English acquisition is the uncontested educational goal for all LEP students.

Cognitive assessment of Asian-Americans an article by Jayjia Hsia of educational testing service cited a research that found:

"Grade 6 bilingual Chinese- and Japanese- speaking children in California schools in 1977-78 achieve substantially higher basic skills scores than average, and higher than white children, when they were fluent in English; and considerably lower than the reference groups in reading when they had limited English proficiency."

Similarly, for his doctoral dissertation research, Edmund W. Lee studied the academic achievement of 4th, 5th and 6th grade Chinese fluent English proficient (FEP) students in the Alhambra school district and compared their standardized CTBS scores with the scores of their white, English speaking counterparts. Dr. Lee's findings showed that:

"The Chinese American students identified as FEP achieved above grade level and either met or exceeded the achievement levels of their non-minority background classmates."

"Except in the area of reading where no statistically significant differences were found, Chinese American FEP students scored significantly higher than their non-minority counterparts in language and mathematics. This was true of both the initially identified and reclassified Chinese American FEP students."

For some groups, the students who were originally LEP outscored both the initially identified FEP Chinese students and the English speaking non-minority students. It is important to mention here that limited English proficient students in Alhambra district receive bilingual instruction in a variety of program options. Therefore, it is not possible to infer which features of the bilingual instructional program contributed to the students' academic achievement. It is necessary also to take into consideration factors as point of origin, length of stay, socioeconomic status, educational background and others which seem to be directly related to achievement.

In order to make education more relevant to language minority students, and thus facilitate learning, bilingual educators favor incorporating the students' home culture into the curriculum. The children begin learning with experiences that are most familiar to them, which also conveys the idea that their cultural background is acceptable and therefore, enhances their self-concept. Many studies have shown that positive self-concept is a factor which can be correlated with the student's academic achievement.

A study was conducted on 68 second grade Chinese students from Castelar School in LAUSD who have been in the Chinese bilingual program continuously since kindergarden. Students were administered the self concept scales during kindergarden and readministered the same instrument two years later. Students scored 81% higher on the post test and analysis revealed significant growth in the mean self-concept scores for the group tested.

Testimony gathered during the State hearings conducted by the superintendent's Asian Pacific Affairs Council indicated a multitude of concerns regarding the education of API students in the California public schools, both native and foreign born.

For the foreign born limited English proficient API students, the concerns include:

The suspicion that school districts have undercounted the number of API LEP students, as certain dialects of a major language group are not recognized.

The difficulty in implementing effective bilingual instructional programs for API LEP students because of the scarcity of primary language instructional materials, dearth of bilingual personnel and the lack of research available in identifying successful practices.

The lack of appropriate testing instruments in the primary language to assess API students' language proficiency, academic achievement and special education needs.

For the native born API student, the concerns are:

API students score lower than average on standardized tests measuring verbal English skills. The lower scores affect students' academic performance, college admissions and future careers.

An increasing number of API students are dropping out of school. Before this situation escalates, the school system needs to identify the risk factors and find incentives for students to continue with their education.

API groups have contributed extensively to the history and economic growth of this country. The Asian Pacific American experiences must be reflected in the general curriculum of the schools.

In conclusion, I have identified more needs than solutions to the education of API students. Unfortunately, that is the reality of the situation. The body of literature is slowly increasing as API's study themselves for a closer look into areas where others have shown little interest. The cry for funds allocated to addressing the needs of API students have not been heard by many who have control of the pursestrings. I hope that this committee will hear that cry and make appropriate recommendations to remedy the oversights.

Thank you.

Chairman HAWKINS. Thank you, Ms. Wong. The Chair will take the—will suggest that Mr. Martinez who has a direct interest in Alhambra and its area might want to ask Ms. Wong questions, and then I would suggest the other members refrain. Ms. Wong does have an emergency situation that we promised to let her withdraw from the panel just as quickly as possible. But perhaps, Mr. Martinez——

Ms. WONG. I will make myself available for questions and answer those before I leave. I think it is important.

Chairman HAWKINS. Well, we wanted to confine this because we are intervening in the time of the other members so I was just going to suggest that Mr. Martinez may have some direct interest in asking questions at this time.

Mr. MARTINEZ. Yes, I do, Mr. Chairman. First of all, are you American born?

Ms. WONG. No, I am not.

Mr. MARTINEZ. You were born where?

Ms. WONG. I was born in China.

Mr. MARTINEZ. China. Taiwan?

Ms. WONG. No, China.

Mr. MARTINEZ. Mainland?

Ms. WONG. Mainland.

Mr. MARTINEZ. One of your last statements—you said that, "the American-born Asians were scoring lower." Do you mean as opposed to those non-American born Asians who were in the bilingual education?

Ms. WONG. Well, there's been studies done on all different categories of Asian students; those that are native born; those who have been here 10 years or more; or 6 to 10 years and so forth and so on. And they have been compared to the same categories of whites, Hispanics and other minority groups. And in terms of the

average SAT, with the average GRE scores—which are standardized test scores—we are scoring below average.

Mr. MARTINEZ. The non-American born?

Ms. WONG. Even the American born. The non-American born, yes, are scoring under the average.

Mr. MARTINEZ. The national average?

Ms. WONG. OK, the national average. But even the American born, even those who are third or fourth generation Chinese or Japanese are scoring lower in verbal scores.

Mr. MARTINEZ. Did you draw any conclusion from that?

Ms. WONG. There is not enough research or data for me to draw any conclusions on that.

Mr. MARTINEZ. OK, because I would be quite interested. Because, on the Hispanic side in Chicago, IL, there was a—and their bilingual education in this particular school district that presented testimony before us—a couple of years ago, wasn't it, Gus?

Chairman HAWKINS. Yes, that is correct.

Mr. MARTINEZ. Where the gentleman said that, "those that went through the bilingual education scored higher."

Ms. WONG. That's what I just said. Those who went through bilingual education did score higher. Those who are American born, who wouldn't need bilingual education because English——

Mr. MARTINEZ. All right. That's what I was trying to get at.

Ms. WONG. Yeah—those are scoring below.

Mr. MARTINEZ. So the bilingual education did affect them in a positive way?

Ms. WONG. Yes.

Mr. MARTINEZ. Well, that's important because, I think, there's one great debate that surrounds bilingual education, yes or no, and that is that: Are they benefiting, that is number one; and the other, are they using it as a crutch not to learn English? Because if you have someone who has limited proficiency in English—or maybe not even know English at all—I don't know how you make the transition to teaching them English first, No. 1, or even teaching them the courses he has to have as he goes along without having some instruction in his first language. Would you agree with that?

Ms. WONG. I agree with that because when I first came to the United States it was 3 years of nothing until a certain amount of English proficiency was acquired. And yet, at the same time, when I came I knew how to multiply already, I knew some science facts, I knew some social studies facts, and some history facts. But yet, those things were totally on hold—put on freeze—until I acquired enough English to understand.

And what we are saying is that with bilingual education now, while the children are learning English which is the number one priority, the No. 1 objective in bilingual programs, the other academic types of development need not to be placed on hold.

Mr. MARTINEZ. OK. There is another myth that is created because of this argument about bilingual education, in that those people that are given this bilingual education—or even that the recent immigrants here—because they move into communities where there are people they can speak their own language with—that they absolutely refuse to learn English and feel no necessity to

speak English. I want you to address that because that is the biggest myth I have heard in my life.

Ms. WONG. OK. The largest refugee population right now is in Orange County. And the largest—I would say ethnic Chinese population now is in Chinatown in Los Angeles. The adult schools that are serving these two communities are bursting at the seams with adults banging on the doors, lining up in the rain to try to get into English acquisition classes. People are working in the restaurants—they are working in the Chinese restaurants, in the Vietnamese restaurants—12 hours a day, 6 days a week; and in their off hours they are lining up to get into the English language classes in hopes of learning English.

So, I don't know where the data is being gathered when people like Secretary Bennett or others who do not advocate bilingual education are saying it is a separate type of program; or that ethnic communities cling together, become isolated and don't want to become part of the mainstream culture. I would say you can do a random encounter in any of these two impacted communities that I've mentioned, and no one will tell you, "No, I don't want to learn English." And no one will tell you, "No, I don't want my children to learn English."

Mr. MARTINEZ. Well, let me state emphatically—there is no data that supports that; it is a political philosophy that supports that, not data. And it is something that is generated for a lot of other reasons, other than the real sense for all of the immigrants that we invite here in so many cases.

There is probably another myth that I'd really to explode here and that is one about the fact that people that come to this country maintain their own languages are somehow less American than the rest of the people. You know, I was privileged to for 2 years judge the—and there are two myths involved here—one that they are less American, and the other one is that somehow the Asians don't get bilingual education and yet they become high achievers in an attempt to pit Hispanics against Asians without the realization that in certain areas, like Monterey Park and Long Beach, that it is the Asians that need the bilingual education as much as the Hispanics.

Now the thing is that you know from your experience from these young people—and your own experiences—that you can have another culture and still be as American as the guy that was born here. Sometimes, they take it for granted, and you don't.

Ms. WONG. That is right.

Mr. MARTINEZ. The thing is—tell me from your experiences as far as the other situation I have described where—that Asians somehow—or Hispanics for that matter—that derive benefit from bilingual education aren't going to be as good participants as anyone else.

Ms. WONG. That is very interesting because the Asian educators throughout the Nation became very upset when, in one of his speeches Secretary Bennett held up a particular group as a model minority. And essentially he was saying, "Look at this group—this Vietnamese group—and in essence, look at the Asians—they don't have bilingual education and they are making it."

The myth of Asians being model minorities have been used to pit us against blacks and Hispanics and other ethnic minorities since the 1960's where it was publicized through so-called academic studies where we get higher levels of education, Asians as a group have no crime, we don't use drugs, you know we get the best jobs over minorities and even whites, we earn more money per household that everybody else, we buy $250,000 homes and drive a Benz; and these are all things that have been perpetuated from the 1960's on.

When the Secretary made that comment about the Vietnamese immigrant minorities once again it was like all the work we have tried to do in the last few decades was just blowing up in our faces again. What did he mean by a model minority? Did it mean that every time somebody beat up a Vietnamese he gritted his teeth and didn't report it to the police? If that is what makes a model minority, then maybe yes—we are not fighting back the injustices. Did he see one valedictorian graduate out of Irvine High School who was Vietnamese, and made the conclusion that they all made it without bilingual programs? If that is the case, that is not what the parents are saying. Because in our State we're hearing the Vietnamese parents are worried that their children are dropping out of schools; and their children are not learning English to the level where they can be proficient and succeed academically in the schools.

So, what measure, once again, was the Secretary using when he held up the Vietnamese and other Asian Pacific Americans as model minorities?

Mr. MARTINEZ. I don't know. And it is really a mystery. But you helped me explode a myth, at least for these people here, and they might report it to somebody else. Because it is a myth that Asians excel simply because they are Asian. I mean, it is absolutely ridiculous that they don't have any problems and that they are to be held up as exemplary minorities.

And that is to say that the other minorities, black and Hispanic, aren't exemplary. Well, I've got news for the Secretary. Americans of Hispanic descent won more Congressional Medals of Honor in this country's history of wars than any other minority.

Ms. WONG. That is right.

Mr. MARTINEZ. So, I don't know how he gets to be one more of a ideal minority than the other—the Go-For-Broke Unit of Japanese in World War II—it was the most highly decorated unit. Here again, minorities but Americans. And so that I applaud you, and I applaud your testimony. And, really, the truth of the matter is that Asians do have cultural differences with Hispanics or blacks and those cultural differences have nothing to do with their learning ability or necessities. Thank you.

Ms. WONG. Thank you.

Chairman HAWKINS. Thank you, Ms. Wong.

Ms. WONG. I'd like to thank the committee and the members of my panel for helping me out with this emergency here.

Chairman HAWKINS. Well, your emergency, I think, indicates that you are not an exemplary minority altogether, because you do have a problem which is the same problem that I have in Watts and other places. Thank you very much.

Ms. WONG. Thank you.

Chairman HAWKINS. You are excused. The next witness is Dr. Reynaldo Macias. Is that correct, Doctor, am I pronouncing your name——

Dr. MACIAS. Yes, it is, Mr. Chairman.

Chairman HAWKINS. All right, thank you.

STATEMENT OF DR. REYNALDO F. MACIAS, DEPARTMENT OF CURRICULUM AND INSTRUCTION, UNIVERSITY OF SOUTHERN CALIFORNIA

Dr. MACIAS. Thank you for the opportunity to come before you this morning. Mr. Chairman, distinguished committee, guests, my name is Reynaldo Macias. I am a member of the faculty of the School of Education at the University of Southern California. I have been writing and doing research in the area of language and education for approximately 15 years. I have also spent 2 years as the assistant director for Reading and Language Studies at the National Institute of Education and 3 years on the board of directors of the California Association for Bilingual Education.

I am currently the editor of the National Association for Bilingual Education Journal. I would like to share with you some thoughts and concerns about the educational treatment of language minorities, and particularly bilingual education, as one way to meet the educational needs of a portion of this population.

Before I begin, however, I would like to take a moment to commend the chairman of the committee, Mr. Hawkins, as well as Mr. Kildee, Mr. Bartlett, Mr. Martinez, and the rest of you who worked so very hard last year for the development of a viable bill that eventually became the reauthorized bilingual Education Improvement Act of 1984. In much of the deliberations you kept the needs of the students as primary. And I thank you for your leadership.

There are a couple of areas that I would like to comment on, particular research, effective programs and the current rash of destabilizing activities engaged in by members of the Education Department. In the area of research there are several concerns that I have, but particularly the politicization of research activities within the Department of Education, which I believe require congressional attention and oversight.

For example, the Office of Planning, Budget and Evaluation of the Department of Education has been politicizing the demographic and evaluation research, particularly in the area of bilingual education, for close to 5 years.

It continues to bias research activities in the estimate of need for bilingual education by changing the definitions of the target population and using these studies as forums for ad hoc policymaking and polemics. This politicization by a small group of the department's staff should not be continued, nor should it be allowed to expand, especially since some of the policy related research activities of the office may be transferred to the newly reorganized Office for Educational Research and Improvement in the department.

Other examples of this politicized research include the attitude surveys of parent to "prove" the lack of support for bilingual education. Some of the same data sets that have been used by this de-

partment have also been used by the Department of Justice in their recent reduction of the numbers of language minority illiterate amongst adults that triggers the coverage of the Voting Rights Act.

With regard to effective bilingual education programs—available research indicates that when bilingual education is implemented well, with support from the school administration, qualified teachers, sufficient materials, and well defined goals, the program works. It generally takes these students in these programs three to five years to acquire enough academic—not just conversational—English, to achieve the cognitive benefits of the second language. Students not only learn English but do better on standardized tests of reading and mathematics, than similar students who were in English only programs, or native English speakers.

In a recent review of evaluation studies and other research of bilingual programs in the country, published in the latest issue of the American Educational Research Association journal, the Review of Educational Research, Dr. Ann Willig found the following:

> Participation in bilingual education programs consistently produced small to moderate differences favoring bilingual education for tests of reading, language skills, mathematics, and total achievement when those tests were in English, and for reading, language, mathematics, writing, social studies, listening comprehension, and attitudes toward school or self when the tests were in other languages.

In the last 5 years, partly as a result of federally supported research, we have gained a significant amount of empirical research and knowledge, and a theoretical justification and direction for the effectiveness of bilingual instruction has been developed. Bilingual education can—and does—work when it's done right.

This is not unlike the effective schools research. Knowing the characteristics of effective schools, and bilingual programs, our efforts should be spent on assisting school districts and schools to develop those characteristics. The current cultural panic initiative of the Secretary of Education undermines one of those characteristics—administrative support. By destabilizing the tenuous administrative support of some bilingual education programs in some districts, the Secretary has just made it more difficult for those programs to succeed.

The Office of Bilingual Education in California, despite some resistance within the State's Department of Education, has recognized this principle and provided technical assistance to schools and school districts throughout the State to develop those capacities which will make a difference in the education of limited English proficient students.

Through a series of case studies based on its theoretical framework, which it entitles the Contextual Interaction Theory, it is clearly demonstrating the effectiveness of the approach. One of these case study schools is Eastman Elementary School here in east Los Angeles, which has done so well that the Los Angeles Unified School district has recently adopted it as the model to be replicated in other parts of the district. It is only one example of how bilingual education can be successful, given the chance.

Where it has not worked—and there are schools where this has happened—it has been because the program, and often the school,

was poorly managed, didn't have the trained teachers, or had other similar problems in program implementation. Secretary Bennett's comments about the program's ineffectiveness are political wishes cast to the media wind to obscure the direction that could continue to improve these programs. The reactions to his comments from school districts in New York, San Antonio, St. Louis, Milwaukee, Miami, Los Angeles, Sacramento, Houston, and many other cities throughout the country challenge him—and I hope invite you and the committee—to visit these successful bilingual programs.

Early this winter, the California Association for Bilingual Education will join this trend in identifying successful bilingual programs by publishing a book by Dr. Richard Piper on successful bilingual education programs in California.

I would strongly recommend, Mr. Chairman, that in your effective schools bill, you specifically address those characteristics of effective bilingual programs that make a difference in educational outcomes for limited English proficient students.

Some comments on the current, if you will, destabilizing activities of the Department—and I use the term rather purposefully. Secretary Bennett's comments on bilingual education over the last several months have attempted to rewrite the history of the Nation and of education in particular. Bennett makes three allegations: First, that Federal bilingual education programs were not teaching English to students who did not speak it and that there is no research indicating the success of transitional bilingual education—these two points are patently false; second, that the Federal Government has been overbearing in its regulation of the way school districts provide services to language minority students in allowing only one method—transitional bilingual education—to serve these students. The truth is that there is a tremendous variability in what schools and school districts do under the guise of bilingual education; and particularly for States like California and New York that provide anywhere from three to five times the amount of money that the Federal Government provides for bilingual education—local flexibility is the name of the game; third, that sanctioning the use of non-English languages in our schools is tantamount to political and cultural suicide.

His comments have had less to do with educational leadership than with cultural polemics. He continues to mischaracterize the success and the practice of bilingual education, withdraw support for enforcement of civil rights in this area, and undermine congressional intent by attempting the redefinition of bilingual education through regulations and administrative fiat.

The Secretary's appointment to the national Advisory Council for Bilingual Education of individuals who are avowedly against the program also clearly provides this destabilization.

Instead of providing the needed leadership to provide education to all students in this Nation, the Secretary was politically content to create more cultural panic. When the Secretary and his staff coat their anti-government policies in ethnic rhetoric, stirring the latent nativism and ethnocentrism within segments of our national population, they do a disservice not only to the body politic but most especially to those students who need to learn English, do well in school and become well adjusted members of society.

The country cannot afford this kind of cultural chauvinism. It is similar to the cultural panic promoted by groups like U.S. English, which seeks not only a constitutional amendment to make English the official language of the country, but one that would prohibit any officially supported non-English language use. The Founding Fathers—if you will pardon the phrase—specifically rejected an official language in order to bring into the national fold all of the colonials—English, German, French, and others. They also believed that the greater unity of the new Nation was to be in the political ideals and beliefs, not in cultural sameness. They believed that the latter might result from political unity, but that political unity could not be forged by imposing cultural sameness.

This country is faced today with a world much more interdependent than that of the 18th century. The need to be able to communicate and cooperate with our neighbors within the United States is as critical as it is with our international neighbors. Through bilingual education we can have a common language without the cultural suicide of having a single, exclusive language. Through bilingual education we can have the critical language resources that are necessary for success in international diplomacy, commerce, and national security.

Court decisions have held that non-English speaking students have the right to learn English and the right to instruction in a language that they can understand while doing so. I encourage the committee to provide the necessary leadership in this area. Specifically I recommend that you scrutinize the new regulations proposed by the Department to assure their faithfulness to the law; investigate the funding lapses of last fiscal year and attempt to assure no such lapse this fiscal year; attempt to insert language in the appropriations conference committee report supporting the Bilingual Education Act and clearly recognizing the destabilizing role the Secretary of Education is playing in this area in order to balance the obviously biased and personalized insertion supporting Bennett's rampage; investigate the bias in research supported by the Office of Planning, Budget and Evaluation; to attempt to withhold funds for the national Advisory Council for Bilingual Education if the Secretary is not willing to release the members of the council who are against the program; to continue to provide visibility for the program and for its successes, much like this hearing and much like the hearing you held in Washington on research in this area, since the national Advisory Council for Bilingual Education is currently holding eight hearings throughout the Nation—although staying away from California, I might add—and continue to strive for an increase in appropriations for the program, particularly the developmental bilingual programs, the family English literacy programs, and the higher education programs—all of which are targets of the current administration's efforts to reduce the effectiveness of the current law.

If I might take 30 seconds to add and to focus particular comments with regards to literacy being like the committee similarly enthused by the previous panel. I think there might be some value in understanding that there is a particular concern with regards to language minorities, and language minority adults in this area that might have been inadvertently overlooked.

Although there has been much to do about illiteracy in this country since the early 1960's, very little research has focused on the illiteracy of Latinos and other language minorities. Each of the major national literacy surveys have not sampled Latinos or language minorities in sufficient numbers to report their results or have not been analyzed to provide any comparative information on illiteracy within these groups.

Although there is an increasing number of university based local research on illiteracy in Latinos and other language minorities, the consequence of this omission in national research and policy analyses have been a lack of information to focus an attention on the extent of illiteracy and literacy in English and the non-English language amongst these groups.

Information which describes the extent of illiteracy and literacy amongst these groups would be very helpful.

An additional issue in addressing illiteracy amongst language minorities is a curious twist of ideological focus in the implementation of these service programs. A number of literacy training programs assume oral—English oral language ability amongst the clients or those students that come into the programs in order to teach literacy, because literacy is assumed to be English literacy.

These programs often turn away language minorities who cannot speak English, refer them to oral English as a second language programs or attempt English literacy instruction with no interest at all with their non-English literacies.

This lack of concern, lack of training and lack of attention is particularly of concern when you consider that over 40 percent of the adult basic education enrollment in the nation is English as a second language enrollment. In California this proportion is close to 80 percent. The initiatives to address illiteracy must include more than a call for private sector involvement and volunteerism. These initiatives must target the variety of ethnic and language minorities, provide access to the various literacies available—that is functional literacies, not rules of phonics and grammar alone—and we must also tie adult literacy programs to preventive school age effective literacy education much like the family English literacy programs in title VII.

And finally, address those policies and laws within the country which precondition access to social benefits and entitlements on the basis of English literacy where language minorities who do not have English language ability—oral or literate—are thus denied otherwise their rights and entitlements to those services and benefits including—in at least one study in New York on English only literacy policies of the department of public social services—several millions of dollars of social service entitlements to the Puerto Rican Spanish speaking community in that city.

Chairman HAWKINS. Thank you, Dr. Macias. The next witness is Dr. Patricia Milazzo.

STATEMENT OF DR. PATRICIA MILAZZO, ASSISTANT DIRECTOR FOR RESEARCH, SOUTHWEST REGIONAL LABORATORY

Dr. MILAZZO. Thank you Mr. Chairman. I am losing my voice, so I will do my best. I want to thank you very much for giving me the opportunity to appear here today. My name is Patricia Milazzo. I am the director for programs at the the Southwest Regional Laboratory in Los Alamitos. We have had a 20-year history of doing educational R&D in this field and others. I have been at the laboratory for 16 years now.

Like Dr. Macias, I am going to imbed my discussion of bilingual into the broader issues of dropout and literacy; it is difficult to separate those issues, and probably not wise.

I won't repeat the demographics that have been more than ably presented here; and I won't read from my statement. I have a fairly long statement that I wish to submit for the record; I'll discuss it now.

I am going to discuss six general categories where programs are either currently in use or where the research tells us the programs could be successful for dealing with LEP students and minorities students—or non-anglo students. Minority is something of a misnomer. Black, Hispanic, Asian students in California's public school districts—urban school districts—are the majority of the student population; and that is an important fact to keep in mind. When I say minority it is minority-majority.

The six things that I'm going to discuss are: First, curriculum development efforts; second, innovative teacher and administrator training and credentialing programs; third, high school programs which have a direct link to the economy; fourth, alternative post-elementary academic proggrams; fifth, innovative continuation high school programs; and finally sixth, special involvement programs for parents and the community.

These are all areas where there have been things done that do seem to hold some promise. As I go through this, I think it is important to keep in mind Ms. Wong's point and Congressman Martinez' point. Many of the bilingual students that we're talking about are bilingual. And most of them are products of our schooling system; they're into the schooling system in very early grades, some of them at kindergarten. Many of them before the post-elementary grades. And they have gone through our system so that much of what is required is to take advantage of what they bring with them and what they can already do.

On the other hand, there are definitely LEP students who come to this country speaking no English; and they do require services, but we should keep in mind that those services and programs should be different than services and programs that we're defining for students who are products of our schooling system.

The first area of promise relates to curriculum development. What the research shows us emphatically is that one of the most powerful resources that schools have, other than their teachers, are curriculum materials. It is something like the adage that, "If it ain't on the page, it ain't on the stage," and that is certainly true with LEP students who rely very heavily on their curriculum ma-

terials. And there are some things that we can do to make the curriculum work better for LEP students.

It doesn't always work perfectly for English speaking students. There are enough of them that fall behind and fail; but the consequences of a curriculum that is not perfect for English speaking students, is far more severe at LEP populations.

One of the first things is to alignthe curriculum in English so that it takes better advantage of proficiencies that students already have in their own native languages. There are several initiatives, for example, alignment of instructional vocabulary. This kind of process undertakes an alignment of a fairly technical vocabulary that lies at the heart of school instruction whether it be in English or a second language. It analyzes the language of instruction in English and the second language and identifies a core of terms that relate closely to classroom instruction in either language. Special materials are then developed to accomplish two ends. One end is to make the teacher more aware of the second language analogs so that she can better deliver instruction to her non-English speaking students. The other end is to make non-English speaking students, or LEP students, aware of the English analogs so that they will better understand their material space.

A second initiative is to align instruction with first language proficiencies. This has to do with one, taking results from tests in English and tests in the second language, putting them together and learning what it is that student's can do well right now, and where schools have the opportunity to expand the range of what students can do. It also implies using curriculum material in another language and integrating those with English language instruction.

Teachers don't have to be able to read those materials. They do need to know what they are and where they fit best into the current instruction.

Another initiatave is to use first and second language resources that avoid the risk of remediation. This point is terribly important. No one favors social promotions; but as a matter of fact, what we do know is that students who are held back in school—particularly Hispanic students—are the—the probability that they won't graduate is close to 80 percent—if you're looking at first and second grade, for example. So that, rather than socially promote—rather than holding students back it is important to simply avoid remediation at the very early grade levels. And we have the opportunity to do that by beefing up and supporting our main line classroom materials, those are largely textbooks in the early grades. We can do that in most any language that the student can read and understand. It is not a large curriculum effort. It is working in the margins in terms of curriculum development.

Another area of curriculum initiative is to provide more materials for the bilingual aide. Right now bilingual aides have a lot of responsibility—informal responsibility—for teaching and counseling in classrooms. Yet there are very few formal materials that accommodate them. That is something that we need to attend to. And, again, that is not a large curriculum development effort.

A last area that we can work in, in terms of curriculum, is opening up of course options for students whose basic language and mathematics skills are several years behind their age-grade peers.

Right now LEP students and many other minority ethnic group students are denied access to nonremedial academic and vocational education courses because of their reading and mathematics basics proficiencies.

It is true, and the research does substantiate that most students who drop out of school leave with about a fifth or sixth grade level of reading and mathematics. But anyone who can read and compute at a fifth and sixth grade level can read and compute quite a lot. Task analyses of meaningful courses—such as drafting, accounting, other courses—show that students with about that level of competency can negotiate those courses. They rarely, very rarely, are permitted to enroll in such courses. They tend to enroll in the remedial courses and there is a tremendous relationship between remedial instruction and dropout, especially for LEP students.

A second area of promise relates to recruitment and training of teachers and administrators. A number of dropout studies cite a common student perception that teachers and administrators lack interest in and involvement with them as a serious factor in their decision to leave school. Given the shortage of teachers and administrators with language and cultural backgrounds similar to that of LEP students, this perception must be especially poignant for the LEP student.

Partly, this aspect of the dropout problem isn't anything that we can resolve any time soon. The teaching population is 90 percent anglo, and, as a matter of fact, information data from colleges and universities show us that that is the way it is going to be for the near future. But there are some things that we can do that would help a little bit.

One has to do with credentialing of teachers and administrators could become more sensitive to the language and cultural conditions of the community to be served. For example, many bilingual teachers aren't able to teach in many States because of credentialing testing requirements. In California we are told that about 35 percent of the Asians, and 40 percent of the Hispanics who take the CBEST test don't pass it. Many of them are qualified to teach specific subject matter. And some Asian and Hispanic groups are suggesting that we need to take a serious look at results, such as CBEST results, to see what extent the problem these prospective teachers have relates more to their difficulty with English and not so much to what they know.

Another area of innovation would be in recruitment and training of administrators. That group is probably the group that is most responsible for promoting innovation and new programs in schools. And yet—in California anyway—the administrator group almost doesn't reflect at all the population of students that it serves.

Another promising approach in the area of training and recruitment, especially of teachers, has to do with teacher perceptions and expectations. The research on effective literature is that when teachers are encouraged to increase their expectations for all students—regardless of background—performances, higher education, and current opportunities all improve. Right now surveys show us a typical teacher, regardless of ethnic heritage, may not expect high academic accomplishments from nonanglo or LEP students.

A third area of promise for dropout prevention in bilingual education relates to education and work. Probably this area has the most promise for maintaining LEP students and ethnic minorities in schools.

Researchers have been telling us for years that the relationship between economy and employment and schooling has to be made very clear to the students; and one of the critical aspects of that is credit for work experience. An excellent example for a program like that has had tremendous holding power in California are the Regional Occupation Centers. These are shared time facilities where students learn specific occupational skills at a center. They learn their schooling and academic skills at the regular schools. They are very popular because the provide credit for work. They have a lot of flexibility in terms of what occupational program students can involve themselves in—what skills they can learn.

They can accommodate changes in the labor market because they are taught ostensibly by labor market people; and they provide daily contact with prospective employers. Unfortunately, sometimes legislation can discourage these kinds of programs. In California the ROP program has been hindered somewhat because of legislation that now requires students to be on campus a certain number of hours, and new requirements for graduation that interfere with the amount of time that students can spend in ROP programs.

Other examples of work and education programs include career centers such as San Jose adopted. The San Jose Center for Employment Training has an alternative high school right on the employment training center. That high school teaches students 10 hours a day in required subjects in GED preparation. It also has its complete offering of vocational training open to students under 18 years of age.

The Las Vegas Storefront School is another example of where they have got classrooms actually operating within a shopping mall where students study 10 hours a week and work for remunerative pay the rest of the week.

Work study programs may not necessarily offer credit for work experience, but at least it accommodates students who must work. For example, these kinds of programs will offer courses before and after the regular school hours. Those have a lot of promise in terms of holding students in school, particularly LEP students.

And there are others, and they are in this report. One other thing relative to work and education that schools can do and is fairly inexpensive and apparently very effective is to provide some orientation on the importance of a high school diploma for career intentions. That is especially important for Hispanic and Asian students—especially Hispanic—although many of the suggestions work for any group.

What dropouts often don't recognize is that—no diploma, no job. And they do recognize that after they've dropped out. Los Angeles City Schools tells us that probably 40 percent of their students seek schooling after they've dropped. They probably wouldn't have done it if they had some sound orientation early in their careers about the importance of schooling.

A fourth general area of promise relates to academic structures that are alternative academic structures. I won't go through them all but I will just tell you that for many students the standard school structure doesn't work. The normal route to a high school diploma isn't one that they will take. These are the students that will seek the GED program or they will seek some kind of high school equivalency degree program outside of the structure of a normal high school. And programs that attend to students with these kinds of wishes—and that is going to be a larger and larger segment of our population—seem to be very successful in holding students and getting them degrees.

What that tells us is that some of the unusual nonstandard high school degrees are going to be ones that students more and more avail themselves of. And legislation doesn't always consider things such as the GED degree or the equivalency degrees. It almost always focuses on the formal, conventional high school diploma. We might facilitate students who—might make it easier for students to get this other kind of diploma.

A fifth promising initiative relates to new ways to look at continuation high schools. Right now that is the model for handling high risk youth, at least in California—I suspect in the whole country. Youth who are at risk of dropping out go to continuation high schools. And it is definitely the last gas station on the highway for all of them.

What happens nationally is that about 50 percent of the students in continuation high schools drop out of school and that may be—the gas may be half empty or half full—it is hard to say. They may have all dropped out otherwise. But there is no question that some adjustments in the structures of continuation high school would be productive.

Some schools have found that by broadening the academic options in their continuation high schools, less remedial traps, more diversity in options, the course work the students can enroll in helps quite a bit. To do that, though, is expensive. And the way many school districts have avoided expense of duplication staff and administration is to put what they call opportunity classes in the regular high schools, and have creative ways to use their five classes per teacher when they are staffing courses.

Another thing that some districts have found very productive in keeping students in school, particularly LEP students, is to create what they call satellite continuation high schools, move to decentralize continuing education high schools which tend to be located very centrally at least in the urban school district. There are 10 or 12 in Los Angeles, there is one in Richmond, and they tend to be located in one spot or very removed from where the students' regular high school is. And the simple but expensive approach of establishing high schools—a satellite continuation high school—seems to overcome the problem of distance for many students.

The sixth and final area of promise—and this is the last one I will talk about—relates to the special involvement programs for parents and communities. This initiative is especially important with regard to Hispanic parents who may not be aware of all the programs and services that schools provide to improve students' prospects for future success. In California, the PTA has begun a

drive to make schools more sensitive to the special needs of Hispanic parts. In part this effort strives to provide parents with special information about the basic operation of schools in California and the importance of education in this country in keeping windows of future opportunity open for their children.

Other programs, such as Project HOLD, helping to overcome learner dropouts, encourage parents to participate in meetings about school operational programs, and to become full partners in the educational programs. This particular project has been very successful. Students' performances have gone up by orders of magnitude; their dropout rates have gone down; their higher education—admittance to higher education schools has gone up. It works. In connection with the National Commission for Secondary Education for Hispanics it has pointed out that coalitions between schools and responsible community agencies in institutions also has tremendous potential for assisting and supporting troubled youth who might otherwise drop out of school.

They have found that the most successful schools for Hispanics anywhere in the country are the ones that have strong, enduring links to the communities that they serve.

In summary what all of this says is that schooling, as usual, won't work for prevention of dropouts and some of the bilingual problems. All of the initiatives that I've just described require the support of parents, community leaders, the public in general, and of course, support at all levels of government.

For a thing such as curriculum development, for example, the Government at the central Federal level can offer incentives to publishers who might otherwise not deal with this audience yet. And not to do K–12 curriculum development, but to do some of the marginal things—like supporting English textbooks—because that is, after all, what students are going to have to deal with through most of their careers. That kind of activity helps—central activity that will create marginal resources.

School districts shouldn't have to reinvent their wheel every time they need a resource that supports a mathematics instruction in English. That kind of activity can be done centrally at universities and at national education centers, for example.

Documentation on the structure and operation of some of these successful programs, doesn't really exist. Blueprints, how you set the program up, what elements of the community or school or whatever are part of that program. It simply doesn't exist, and it is difficult— particularly for the large urban school districts—to replicate these studies without some sound, written documentation.

And finally, the big 19 school districts in California where we've done a lot of our work, have suggested that information to schools on just how you even account for dropouts, how many there are, how many LEP students there are, the difference between bilingual students who have proficiency in English and bilingual students who don't have proficiency in English, and how you account for those—right now it is very confusing, particularly relative to dropouts. They confuse attrition and dropouts and school leavers and—any help, just in terms of guidelines of how you talk about these issues. It is fairly easy to describe the complication, and we can do that later if you want to, but it is not so easy to come up

with standard guidelines. And again, every State and every school district shouldn't have to do that.

That is basically my statement.

[Statement of Dr. Patricia Milazzo follows:]

PREPARED STATEMENT OF DR. PATRICIA MILAZZO

I am Patricia Milazzo, Assistant Director for Programs at SWRL Educational Research and Development in Los Alamitos California. The Laboratory is a non-profit, public agency with a twenty year history of conducting educational R&D. We thank the Subcommittee on Elementary, Secondary, and Vocational Education for the opportunity to testify on promising education programs relating to dropout prevention and bilingual education. It is indeed a privilege to share our R&D with the subcommittee.

We all recognize that the dropout problem affects all ethnic and language groups across all the economic strata. And, as I point out shortly, many of the promising approaches that I describe are appropriate for dropout prevention in general, regardless of language and culture. However, we should also recognize that this problem characterizes non-anglo and Limited English Proficient (often abbreviated as LEP) populations disproportionately—and these groups are increasing dramatically in our public schools. There is a critical need for special programs that accomodate the changing populations in our public schools.

I'll spend just a minute describing the general demographic landscape of tomorrow and its implications for the future dropout problem. A host of recent reports conclude that ethnic minorities will soon be a large proportion of the population of the United States (Some say one third) and an even larger proportion of the population of California (some predict two-thirds). While virtually all public school districts will need to accomodate this new student body, it is in the urban centers that school districts will be most strained to meet students' needs. They are hard pressed right now. A large mass of non-anglo students, primarily Hispanic but with tremendously fast growth rates among Asians, are moving through the primary grades of urban schools. These students are less affluent and they represent diverse language and cultural backgrounds. They already are the majority of the student body in California'a largest urban school districts. Moreover, political analysts tell us that we are likely to see current trends in immigration into California (and California's public schools) continue. As non-anglo and LEP students constitute a larger and larger proportion of the public school population, logic and simple arithmetic lead us to expect higher and higher dropout rates.

So, what works to improve schooling for students from diversified language and cultural backgrounds? Research gives us some insights into answers to this question, and school districts themselves are an invaluable information source on current approaches to dropout prevention. In fact, much of the following information on promising dropout prevention programs was obtained through the Association of California Urban School Districts—a consortium of California's largest school districts, often referred to as the Big 19.

I'll present six general categories where programs are either currently in use or where the research suggests that specific approaches could be successful for non-anglo and LEP students. These include 1) curriculum development efforts, 2) innovative teacher and administrator training and credentialing programs, 3) high school programs which have a direct link to the economy, 4) alternative post-elementary academic programs, 5) innovative continuation high school programs, and 6) special involvement programs for parents and communities.

As I discuss these options, an important distinction should be kept in mind—large numbers of Hispanic dropouts are already bilingual; many are monolingual English; few are monolingual Spanish. These distinctions are important because successful dropout prevention efforts aimed at ethnic groups which have a language as part of their cultural heritage will need to make different instructional accomodations for the different groups.

The majority of Hispanic dropouts are already bilingual and many are English dominant. They are products of our schooling system. These are students who start in our schools in the elementary grades, many in kindergarden, and move through the system to twelfth grade. For such students, specialized non-English curriculum materials may not be as important as, for example, intensive parent and teacher education programs.

On the other hand, there are potential LEP dropouts who come to California schools as new arrivals from another country with little or no proficiency in Eng-

lish. Many of these students enter into the intermediate and post elementary grades. These students will surely need specialized curriculum materials, as well as a different variety of parent, community, and teacher resources.

(1) ONE AREA OF PROMISING INITIATIVES RELATES TO CURRICULUM DEVELOPMENT

Educational research conducted over the past 20 years shows emphatically that the most powerful resources that schools have (other than teachers) are curriculum materials. Components in today's typical curriculum are designed to move native English speakers along smoothly from grade to grade. However, we only need to look at the latest round of achievement results to see that the curriculum doesn't always deliver for its intended native English speaking audience. In fact, many native English speakers who have grown up in an English speaking culture fall behind and fail. But this same curriculum has far more negative consequences for students of Spanish and Asian heritages whose special needs have not been a traditional stimulus for curriculum development efforts.

There are some things that we can do to make the curriculum work better for these students almost immediately. None of the approaches I'm about to describe requires a massive development effort. Moreover, this type of curriculum development effort can be completed for a national, or at least, regional market so that each new school district does not have to start from scratch in order to implement the following suggestions.

One of the first things that can be done to help schooling work better for LEP students is to align the curriculum in English so that it takes advantage of proficiencies that student's already have in their native language. Data show that this kind of instructional accomodation is tremendously important in the earliest years of a student's schooling experience, before they begin a cycle of failure that leads to high absenteeism and eventually to dropping out. I'll list a few promising curriculum efforts:

Alignment of instructional vocabulary.—This process undertakes an alignment of a fairly technical vocabulary that lies at the heart of school instruction whether it be in English or a second language. It analyzes the language of instruction in English and the second language and identifies a core of terms that relate closely to classroom instruction in either language. Special materials are then be developed to accomplish two ends. One is to train monolingual English teachers in the foreign language analog of these terms; the other is to help LEP students learn the English analogs.

Alignment of instruction with first language proficiencies.—This process shows teachers and administrators how to align information about tests in English with tests in a second language to determine the kinds of proficiencies that students have. It also enables teachers to integrate curriculum materials in another language with their own English language instruction to enrich instruction for LEP students.

Use of first language and second language resources to avoid the risk of remediation.—A number of studies have shown that a long history of failure in school is the most salient feature of a dropout population, regardless of culture or language. According to a recent report by the Los Angeles Unified School District, dropouts were not promoted to a next grade in school five times more often than students who eventually graduated. Any student who fails either first or second grade has only a twenty percent chance of graduating. For Hispanics, retention at any grade appears to have a very serious impact on future graduation prospects.

Schools may be more successful in controlling future dropout rates by implementing an alternative to the remediation and retention model in the elementary grades. No one favors social promotions. But retention of students behind their age-grade peers is no panacea. A few precisely targeted instructional materials in a language that the student knows best can shore up the use of English textbooks over several grade levels and avoid heavy remediation in subsequent grades, or worse, retention in a lower grade. The intention is to get students past some points in reading and mathematics where faltering instruction on a few very critical skills runs a high risk of causing students to fall behind. This model should be appropriate for all high risk students, regardless of language background.

Materials that are specially tailored to the the bilingual aide.—Surveys conducted throughout the country show that because of the shortage of bilingual teachers, bilingual teachere aides often have much heavier responsibilities in teaching and guidance than their counterparts in English classrooms. However, much of the aide's on-the-job preparation for interaction with students and materials is informal. Furthermore, there are few teaching tools that have been tailored for this paraprofessional group. Staff development programs and training materials that are specifi-

cally targeted on the bilingual aide's use of classroom teaching and practice resources could go a long way toward improving the classroom instruction of LEP students, and subsequently toward lowering dropout rates.

Opening of course options for students whose basic language and mathematics skills are several years behind their age-grade peers.—In the post elementary grades, many LEP students and members of other population subgroups are channeled into remedial courses, or into clusters of non-academic courses. Usually it's because students' basic proficiencies in reading and mathematics are well below average for their expected grade level. Research shows that, on the average, dropouts were performing at the fifth grade level of reading and mathematics at the time they left school. The relationship between enrollment in remedial or non-academic coursework and dropping out of school is very strong. While it is difficult to accomodate large numbers of students who are below grade level in reading and mathematics, many high schools are making new efforts to compensate for remedial needs in regular academic courses.

Task analyses of the reading and mathematics requirements in typical entry level courses for fields such as drafting or accounting show that students who have moderate difficulties in reading and mathematics should be able to successfully negotiate entry level work in such non-remedial courses. High school departments will need to be more flexible in opening up these and other courses to students who may not have the required prerequisites; and department staff will need to make a commitment to promoting as many moderate risk students as the department can effectively handle.

(2) A SECOND AREA OF PROMISE RELATES TO THE RECRUITMENT AND TRAINING OF TEACHERS AND ADMINISTRATORS

A number of dropout studies cite a common student perception that teachers and administrators lack interest in and involvement with them as a serious factor in their decision to leave school. Given the shortage of teachers and administrators with language and cultural backgrounds similar to that of LEP students, this perception must be especially poignant for LEP students.

This aspect of the dropout problem will likely continue for school districts for a long time to come. Data show that the teaching force is already more than 90% anglo. New data from colleges and universities show that the fundamental shortage of teachers of Hispanic and Asian heritage won't improve very much any time soon. In 1983, less than 2% of the BA's graduating from college and qualified to teach were Hispanic. Less than 1% were Asian. Most of the Big 19 school districts already have a large investment in recruiting bilingual teachers, but they are not able to keep up with the tremendous growth in their Asian and Hispanic student populations.

A few things can help, however. Credentialing of teachers and administrators could become more sensitive to the language and cultural conditions of the community to be served. In spite of the tremendous need for bilingual teachers, credentialing requirements often make it difficult to accomodate the special circumstances of the bilingual teacher who may not be as proficient in English as a native English speaker, but who is trained and qualified to teach specific areas of subject matter. For example, in California we are told that about 35% of the Asians and 40% of the Hispanics who take the CBEST test do not pass it. Some Asian and Hispanic groups feel that we need to take a serious look at CBEST results, to see to what extent the problem these prospective teachers have relates more to their difficulty with English and not so much to what they know.

Similar innovations would help in the recruitment and training of school administrators. School administration—which is ultimately the driving force behind new programs and new priorities—does not reflect the ethnic and language composition of the students served, at least not in many California school districts. Currently, there is almost no fit between administrators and students of similar ethnic heritage.

Finally, survey results show that the typical teacher, regardless of ethnic heritage, may not expect high academic accomplishments from non-anglo and LEP students. On the other hand, research on effective schools shows that programs which encourage teachers to increase their expectations for all students, regardless of background, can have very desirable consequences.

(3) A THIRD PROMISING AREA FOR DROPOUT PREVENTION RELATES TO EDUCATION AND WORK

This kind of initiative has perhaps the most promise and power for retaining borderline students in school. Researchers have been telling us for several years that schooling programs need to be realistic about the apparent state of the economy and the relationship of education to employment. Most of the programs that I'll describe are intended for grades 9-12, and most are appropriate for all students who may be at risk of dropping out.

California's Regional Occupation Programs or Centers are an excellent example of credited work experience programs that draw and hold students. ROP centers were established to supplement occupational training offerings at local high schools, and they are based on the notion of a shared-time facility. ROP centers offer only vocational educational instruction to students in a district or region. Students get their academic instruction in the regular high school. The ROP's have been very popular with both students and industry because the scope of training opportunities is very broad; they provide occupation specific training as well as daily contact with prospective employers; and high school students can get full elective credits for their study. In 1983 there were 68 ROP centers in California with an enrollment of 124,000 students. Until recently, these centers have grown steadily since the start of the program in 1968.

Other work experience programs and career center models currently operating have promise for retaining potential dropouts. Some of these programs work within the conventional school structure and others create innovative alternatives for school structures. All offer some form of occupational training, work experience, individualized instruction, or independent study. I'll name a few examples:

The Center for Employment Training in San Jose has a state-approved alternative high school on its premises for students under 18 who want to take advantage of the Center's program. The alternative high school provides students with ten hours per week of state required classes and GED preparation. The center itself provides training in 17 different skill areas. All occupational and academic programs are conducted on an open-entry/open-exit basis, permitting trainees to begin at their own level and advance at their own rate.

The Las Vegas Storefront School in Nevada has a program that targets in-school potential dropouts. It combines the concepts of alternative education and remunerative work experience to offer interested youth an opportunity to complete requirements for a high school diploma. Individualized, streamline instruction is provided in classrooms that are set up in a local shopping mall. Students study required subjects for a total of ten hours per week, and they also work in the mall shops and earn money 20 to 30 hours per week.

Career Center Models opperate in a number of California school districts such as San Diego Unified School District, Modesto City High School District, and Santa Ana Unified School District. The career center either offers directly or it coordinates basic career orientation courses that explore such areas as work habits, work attitudes, and career decision-making skills. Career center programs can be integrated with a number of other occupational training and work experience programs. In districts like Modesto and Santa Ana, career centers work closely with the ROP centers I described previously.

Work/study Programs are designed to fit the needs of students who must work during the day. While few of these programs provide credit for work experience, they do accomodate the student who must work. Among other things, these programs provide an extended day program that allows students to earn credits before and after the conventional school hours. Fullerton Unified High School has an excellent work study program.

Finally, most schools, in cooperation with business and industry, can quickly and inexpensively provide students and parents with an orientation on the importance of a high school diploma for career intentions. Dropouts often are not told a simple truth about today's employment market—no diploma, no job. The Department of Labor projects that by 1990 about 95% of the labor force will have (and need) at least a high school diploma. If we combine this fact with a 4-5% unemployment rate, it is reasonable to assume that the majority of the unemployed will be school dropouts. A new study of data from the High School and Beyond project show that two years after leaving school almost 30% of the dropouts were looking for jobs. And those students who did work full time were in low-skilled, low paying, dead end jobs. What do dropouts think of their decision to leave school? Followup data from California's Big 19 school districts show that as many as 40% of the dropouts in

some districts recognize that leaving school was a bad decision and return to some kind of schooling agency.

(4) A FOURTH PROMISING INITIATIVE RELATES TO ALTERNATIVE ACADEMIC STRUCTURES

Research shows that academic schooling alternatives that provide streamlined instruction, sometimes leading to the GED or some other high school equivalency diploma, can be successful in holding certain types of students. David Stern at Berkeley has found that independent study programs can be very attractive to older students who don't fit well into traditional instruction groups, or for students who simply are seeking an alternative to the conventional school structure. San Francisco's Independence High School is a good example of a self-contained high school for independent study. Students follow a contractual-based program of study to complete high school, to prepare for the California Proficiency High School Examination or the GED, or to earn credits during vacations.

(5) A FIFTH PROMISING INITIATIVE INVOLVES A NEW LOOK AT CONTINUATION HIGH SCHOOLS

New approaches in the structure and operation of continuation high schools would affect large numbers of potential dropouts in California and, quite likely, the rest of the country. Although neither independent research nor formal reports by school districts have much to say about Continuation high schools, this model is the most widely used one in California for handling potential dropouts. Generally these programs are designed to prepare students to reenter the regular school program; although continuation high schools can also serve as an alternate route to a high school diploma.

In every school district where data have been available, continuation high schools show the highest dropout rates in the district. The four year dropout rates in continuation high schools of the largest urban school districts mirror the national rate for continuation high schools of 50%. In California, these schools serve a variety of youths from various racial and language backgrounds, most economically disadvantaged, most with a history of failure in school. For all of them however, this is the last gas station before on the freeway—if students don't make it in continuation high school, they drop out.

What are continuation high schools like now? A review of data from the California Basic Education Data System (CBEDS) shows that, for the most part, these schools are remedial, with very narrow course offerings. The dilemma for many school districts is that broad course offerings require more teachers and more teachers cost money. Some districts have tackled this problem by establishing opportunity classes within regular high schools.

Other school districts have found another alternative effective in reducing the numbers of students who leave continuation high school without graduating. These districts have decentralized continuation high schools by creating satellite schools which are located closer to where students live. The idea is to reduce the need for students to travel long distances to get to school, which these districts have found to be a problem.

(6) THE SIXTH AND FINAL AREA OF PROMISE RELATES TO SPECIAL INVOLVEMENT PROGRAMS FOR PARENTS AND COMMUNITIES

This initiative is especially important with regard to Hispanic parents who may not be aware of all the programs and services that schools provide to improve students' prospects for future success. In California, the PTA has begun a drive to make schools more sensitive to the special needs of Hispanic parents. In part, this effort strives to provide parents with special information about the basic operation of schools in California and the importance of education in this country in keeping windows of future opportunity open for their children.

Another dropout prevention program that makes special provisions for parent involvement is Project HOLD (Helping to Overcome Learner Dropouts). This program was started by the Pajaro Valley Unified School District through Title IV-C funds. While the project no longer receives separate funding, most of its components have been incorporated into regular school programs or into the district's programs for migrant students. Project statistics show that more than 70% of participating students completed high school, 66% earned more units than a comparison group, and 75% moved out of the bottom quartile on a self esteem inventory. Moreover, these students increased their attendance and participation in school activities by 300% and they scored an impressive 22% higher academically. One central feature of this

project is parent involvement. Parents participate in meetings about school operation and programs, and they are encouraged to become and full partners in the education of their children.

The National Comission on Secondary Education for Hispanics has pointed out that coalitions between the school and responsible community agencies and institutions have tremendous potential for assisting and supporting troubled youth who might otherwise drop out of school. The Commission found that the most successful schools for Hispanics anywhere in the country are ones that have strong, enduring links to the communities they serve.

SUMMARY

I'll briefly state one or two things that can be done now to help schools implement the promising approaches that I have described.

Many California school districts need help in getting a proper perspective on the dropout problem. Right now the issue is very confusing. Differences in definitions and accounting procedures make it difficult for schools and states to know the magnitude of the problem. California's Big 19 school districts have called for a statewide standard definition of dropouts and for standard procedures for calculating and reporting dropout statistics.

Currently, most documentation of sucessfully operating dropout programs does not provide the kind of information that school districts, especially large urban school districts, need to have if they are to replicate the successes of promising dropout prevention and return programs.

Our legislators and state policy makers will need to remain sensitive to the fragile balance that exists between graduation and the econo+my. Action which closes of credited work experience or relevant career opportunities will surely have an undesired impact on dropout rates.

Finally, schools do not have an adequate curriculum base for teaching students whose native language is not English. Resources are needed that better align English instruction and materials with the proficiencies that LEP students have.

I'll conclude my testimony here. All of the promising approaches that I have described involve alternatives to schooling as usual. They will require the support of parents, community leaders, and the public in general, and, of course, they will need support at all levels of government.

Again, I thank the Subcommittee for the invititation to contribute to these hearings.

Chairman HAWKINS. Thank you. The next witness is Dr. Kenneth Davis, superintendent of education of the Bellflower Unified School District and he is accompanied by Mr. Smith, the adult school program director. Dr. Davis.

Dr. DAVIS. Thank you Mr. Hawkins and members of the committee. Mr. Smith is here to give testimony today about the successful program that we have of teaching English to non-English students at the adult school. Mr. Smith is the principal of the adult school in our district.

Chairman HAWKINS. All right. We will hear from the principal of the adult school program, Mr. Smith.

STATEMENT OF MR. MERLIN SMITH, PRINCIPAL, ADULT SCHOOL PROGRAM, BELLFLOWER UNIFIED SCHOOL DISTRICT

Mr. SMITH. Congressman Hawkins, subcommittee members, I appreciate this opportunity to testify before you. My name is Merlin Smith and I am the principal of the Bellflower Adult School.

I would like to speak today to a bilingual education related program, that is the English as a second language program, in the public adult schools of our communities; and specifically to explore with you the structure of the English as a second language program at the Bellflower Adult School.

The Bellflower Unified School District is a small district, less than 10,000 daily attendance. It is located here in the southwest

portion of Los Angeles County, serving most of the city of Bellflower, part of the city of Lakewood, and a small portion of the city of Cerritos.

Data compiled by the office of the Los Angeles County Superintendent of Schools states that approximately 24 percent of Bellflower's 53,000 plus population over 25 years of age have less than a high school diploma. A good portion of this number is composed of non-English speaking or limited English speaking individuals and/or families settled in the area served by the Bellflower Adult School.

The adult school has established its English as a second language program to serve the needs of this population. The goal of this program is to develop within its students the necessary survival and basic educational skills which should enable them to adapt and function easily as vital contributors to today's society.

Within this goal are four purposes or student benefits to be derived. First, to develop a basic understanding of the English language, its structure and its patterns in order that they become confident in speaking, reading and writing English.

Second, to enable the student to communicate effectively in English, and become familiar with the complex interelationships between the language and the culture of Americans.

Third, to develop life skills competencies that will allow the student to function proficiently in society.

And fourth, to instill in each student a sense of self-confidence in utilizing basic survival words and phrases in everyday life situations.

The instructional staff in this program is not large in number. It is very high in quality and dedication to the goal and purposes of theprogram as stated above. There are only seven teachers of adults, three preschool teachers, six instructional aides, and five child care attendants. There are 396 students pleasantly enrolled in the 11 classes, these meet in the morning, afternoon, and evening.

We care for 22 babies, from 3 months to 18 months old, in a nursery; and 31 children, 18 months to 3 years old in our play school. The preschool program serves 105 children from 3 to 5 years old, so that their parents may attend our adult ESL program.

The students in the adult school, and their children, are mainly Indo-Chinese, European, and Latinos; they come from over 20 different countries.

This fall the Bellflower Adult School ESL program received approval from the California State Office of Refugee Services to be one of the only two approved providers of ESL programs to refugees in the southwestern portion of Los Angeles County.

We work very closely with the local central intake unit of the Catholic Welfare Bureau in monitoring the attendance of these students, providing counseling and guidance, and job readiness training services, as well as the regular ESL program.

The curriculum of our program is based on some 117 different competencies which students are expected to demonstrate. These are job related competencies, health related competencies, consumer competencies, as well as basic skill competencies.

Students are taught the basic needs of reading, writing, penmanship, computation, and conversation. The primary emphasis is on practical conversation, every day language patterns, and vocabulary direction. Survival skills are developed. Students learn about community resources, transportation, health centers, shopping hints, banking, and the laws of driving and obtaining a driver's license, and so forth.

Students learn of the American culture as well as each other's cultures. Basic U.S. politics and history are taught. U.S. immigration policies are covered. Occupational information, job application procedures, and interview techniques are all covered.

Students are grouped into five competency levels of instruction, ranging from preliterate to advanced English as a second language.

The Bellflower Adult School rehabilitated a former elementary school, which had stood vacant for a number of years, into its present ESL school. All rooms on this campus are now being used in the program. The site is in the heart of the school district where the majority of non-English speakers reside.

The former kindergarten room and two adjacent classrooms have been converted into a preschool, and a former cafeteria now houses the nursery and play school. A student lounge and teacher lounge are also provided.

The results of the program has been excellent. Students move through the several levels of the program at their own speed. The whole program is open entry and open exit. The great majority of students do not stay in the program more than a semester or two. As soon as they feel competent and able, they move on to other opportunities. They begin courses toward their high school diploma, or move on to community colleges or even universities. They enter job training and apprenticeship programs; many of them find immediate employment upon leaving the adult program.

The acquisition of the competencies taught in the program opens up doors that were formerly closed to these people. This program could not have attained its present successes without the support given to it by Federal supplemental funds for adult basic education as provided by Public Law 91-230.

We have been able to add teachers and other personnel to the classrooms to lower class sizes. Counseling and guidance services have been provided. Instructional equipment, materials and supplies have been obtained that were not available through other means.

However, the supplemental funding is woefully inadequate. We had over 150 adults placed on waiting lists for our program these past 2 months. Ms. Wong previously spoke to the long lines, in her discourse with Congressman Martinez, waiting to get into adult schools in her area.

Since the adult programs in California have been capped in average daily attendance for portionate purposes, we need additional funds to serve increasing numbers of refugees and immigrants moving into our area. More teachers, more aides, more classrooms are needed.

Opportunities for more individual and small group instruction should be provided. Much more instructional equipment is needed; for example, cassette tape players and recorders, head phones, lis-

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tening stations, video cassette recorders, film projectors, and, of course, computers. These are vitally expensive equipment.

Attendance, testing, and other student recordkeeping needs to be computerized for accuracy and for saving of time.

Baby cribs, playpens, quality instructional toys need to be purchased to attract parents to bring their children to our program.

In essence, supplemental Federal funding is a necessity for maintaining our excellent programs. Increased Federal support is necessary to provide a truly outstanding program.

Though our program at Bellflower is small compared to many others, it does exemplify the successes that are taking place in English as a second language programs in Los Angeles County. It also represents the needs of this county for continual and increased Federal support in order to meet the needs of the increasing non-English and limited English speaking populations in our community. Thank you very much.

[Prepared statement of Merlin Smith follows:]

PREPARED STATEMENT OF MERLIN SMITH, PRINCIPAL, ADULT SCHOOL PROGRAM, BELLFLOWER UNIFIED SCHOOL DISTRICT

DROP OUT PREVENTION

The Bellflower Unified School District is presently using a number of positive practices to prevent students from dropping out of school. Period by period computerized attendance is maintained. School computers generate letters to parents of children who have been absent 5, 10, or 15 days. Automatic calling machines are used to contact parents by telephone each time a student is absent. School personnel contact those families who do not respond to the calling machines. Quarterly report cards provide parents with cumulative attendance data.

A positive environment is maintained on each campus. Each campus is fenced to keep non-students out. Secondary comprehensive high schools (7-12) maintain daily campus supervision using security personnel, teachers, counselors, and administrators. Students not in class when the tardy bell rings are brought to a Behavior Intervention Center (BIC) for counseling and follow-up. Students with identified attendance problems are counseled, parent conferences are held, and alternatives considered. Teacher changes, subject changes, in-school suspension programs, Saturday work, and School Attendance Review Team (SART) reviews are considered. SART may recommend family counseling or other community resources.

Effective parenting classes are offered at different district locations. "Tough Love," assertive discipline training, etc. are made available.

The Central Office staff supports the schools' efforts by conducting a number of activities. We provide Child Abuse Prevention Training for certificated staff members and a convenient reporting system. House calls are made for excessive tardiness, excessive absence (excused or unexcused) and truancy. Compulsory attendance laws are enforced through the local School Attendance Review Board (SARB). The district files on habitual truants and incorrigibles with the Probationary Court. Negligent parents are filed on with the Department of Public Social Services (DPSS) and/or the Criminal Courts. The district cares about attendance and we expect parents to care.

The district's plan for drop out prevention contains three critical components: (1) identification of potential and actual drop outs, (2) remediation, and (3) implementation of an effective system of deterrents.

Identification involves the total community. Parents are being told that truancy is not a problem. Truancy is a sympton. The problem may be a learning difficulty, a physical problem, a difficult home or school situation, or a parent who is not sending a child to school. Whatever the problem, it must be treated and treated early. Parents must help identify problems and so must apartment owners and managers, local merchants, the staff of community parks, and the Crime Prevention Unit of the Lakewood Sheriff Station. The Sheriff knows that 65% of daytime crimes are committed by kids who should be in school.

We have formed a committee called "Parents in Education" in conjunction with the Crime Prevention Unit of Lakewood Sheriff Station. Board of Education mem-

bers, district personnel, parents and deputies are represented on this committee. The committee will organize truancy sweeps of known places in the community frequented by truant students and truancy raids into places that surface as potential places for truants to frequent.

These sweeps and raids will produce a number of truant students who will be picked up by the Lakewood Sheriff Deputies, the district's security personnel, and the attendance supervisor's staff. The plan is to bring these students to a centralized holding area where they will receive counseling and instruction while waiting to be picked up by a parent, and taken to school where a plan of remeidation can be discussed. The problem is—we presently lack the funding to house these students in a center, provide a staff, provide the materials, etc. The center should have a counselor, a teacher, a security person, and a clerk on duty full time. As a model plan, we are considering Project HOPE that has proven to be so successful in the Inglewood Unified School District.

Remediation also involves forming a School Attendance Review Team (SART) at each school to deal with excessively absent and tardy students and to recommend a process of remediation for parents and child. Both district and community resources will be utilized. SART would consider alternative programs, teachers, etc as well as alternative placement into opportunity classes, the continuation high school, and independent study.

If the attendance problem is not remediated by the SART, a referral to the SARB will be generated. This may lead to filing with the Probationary Court and/or the Criminal Courts.

We need strong support from the Probation Department and the courts to effectively deter our 601's (our truant students) who have not responded favorably to all remediation attempts. I favor Community Day Centers, sentencing 601's to weekends of community work under the direction of a probation officer, and incarceration on weekends for those students who defy a court order to attend school. I also favor parents being forced to post a cash bond ensuring regular school attendance for their child. But, I know that at the present time the attitude of our local probation officers and some of our judges is that there is really nothing they can do about our truants.

Are we to watch truants become school drop outs before we deal with them? The Bellflower Unified School District hopes not.

Chairman HAWKINS. Dr. Macias, may I ask you to what can we do to speed up or to increase the number of teachers in bilingual English as a Second Language program?

Mr. DYMALLY. Mr. Chairman—Dr. Davis wanted to discuss portions—in the back of Mr. Smith's testimony, there was some other testimony——

Chairman HAWKINS. Would you care to respond to Mr. Dymally's request.

Mr. DAVIS. I think the written report is sufficient, however, I have brought along our attendance welfare man if you would like to hear from him.

Chairman HAWKINS. Thank you very much. All the statements will be printed in the record. However, getting back to——

Mr. DYMALLY. Thank you, Mr. Chairman.

Chairman HAWKINS. Dr. Macias, about the supply of bilingual teachers.

Dr. MACIAS. Mr. Chairman, one of the concerns not only locally but nationally is the supply of credentialed and qualified bilingual teachers that are trained not only in the language—non-English language of the student as well as English—but also in the culture and the instructional methodology of bilingual and foreign language instruction—there are a few States that have particular requirements for that credentialing. And many of the States do not. There are a number of mechanisms in those States where there are credentializng requirements that support the training of those

teachers; most of them are through institutions of higher education, particularly schools of education.

As part of the national reform in education, particularly in the training of teachers, a number of school districts have taken to providing partnerships or adopting partnerships with institutions of higher education to help in their training for emergency purposes where teachers who have bachelor's in subject areas or who have competency in one of the non-English languages are then taught in the other two areas—that is the culture of the students and the instructional methodologies.

There is much that we have done in the last 5 and 10 years to help meet the need for credentialed and qualified bilingual teachers; but much needs to be done as the result of two things. One, the quick increase of students who need those instructional services; and two, the demand across the Nation, and competition for those teachers.

There is a dampening effect in school districts that, in effect, have no positions within which to place those new teachers. There is a dampening effect in a move for minimum competency testing of teachers that don't take into account the particular needs of teaching these populations. Or the possible cultural biases of these standardized tests for teachers in these areas.

The programs that are included in title VII, the School of Education Development programs, the Fellowship programs, the Curriculum Development programs, particularly for languages that are not spoken by very many speakers—the smaller language groups—have been tremendously important in providing the infrastructure for training of these teachers. They have been particularly in danger of being cutback in the last several years and, as I understand,some of the administration's statements for future funding are in danger of being zero budgeted.

It would be a shame because many of the teachers that we have in the schools today are partly a result of that infrastructure being there. I think we need greater flexibility in institutions of higher education, particularly partnerships between schools of education, language departments, and "subject" departments working hand in hand with the day to day kinds of needs that school districts have.

Chairman HAWKINS. Dr. Milazzo, perhaps you might address the question of this problem which was presented in a meeting at which I just happened to be present just recently—that several black parents presented a complaint that in some of the classrooms that they had attended that the Hispanic children were being taught in their language, and that the black students were sitting in the classroom not understanding what was going on. I don't know the situation, I'm merely quoting from several black parents. If that is, indeed, a problem, how do you see that that could be addressed? A sort of complaint in reverse——

Dr. MILAZZO. I think that that does happen. I don't think that is a very typical example. I think it is an unusual example, usually it is the other way around.

Chairman HAWKINS. I know it is, that is why I was——

Dr. MILAZZO. And when it does happen it is unproductive for any of the students, really. When we look at the issue of bilingual education and the lack of bilingual teachers, we try to be very practi-

cal about it. And what we see is that 90 percent of the teaching force is anglo, predominantly monolingual, so that when you are talking about teaching students in their own language it is not something that is going to happen any time soon; and what does happen is what you just described which is not productive at all.

It makes some sense to train monolingual English teachers at least in some of the basic instructional vocabulary in the language that students understand best, so that they can handle both English and the second language because the typical classroom situation is that situation that you've described. You've got some non-English speaking students mixed in with mostly English speaking students. And teachers have to be able to handle both types without being bilingual, which most of them aren't and won't be any time soon.

That's about all I can say about it. It is not an easy issue to resolve; but it is one that if, just practically speaking, use of aides in those classrooms to do somethings—teachers that can handle two languages for the instructional discussions and just more sensitivity to the fact that students aren't going to learn what they can't understand in their own language goes a long way. But, there's——

Chairman HAWKINS. You are saying that it isn't a typical situation——

Dr. MILAZZO. No, in fact, the typical situation is usually the other in bilingual classrooms. At least that is what we found in many school districts. You have many classes of "bilingual" ostensibly teaching, for example, students in Spanish; but often those classes are teaching Spanish speaking students to speak English, and they are not teaching subject matter at all. That tends to be far more typical, at least in our research.

Chairman HAWKINS. Mr. Jeffords.

Mr. JEFFORDS. Thank you, Mr. Chairman.

Chairman HAWKINS. Did you care to respond, Dr. Macias——

Dr. MACIAS. I just wanted to add a couple of things. It is an untypical situation, but it is also one that I think symbolically important because it tends to support the notion that—or the stereotype that—bilingual classrooms are taught only in the non-English language.

When you go back to a qualified or credentialed teacher that is bilingual, that knows both languages and uses both languages in the classroom, most studies have shown that the proportion of the non-English language use in these classes is less than half the time. One study that was recently completed in five school districts in the San Francisco Bay area indicated that, even though there was a range amongst individual teachers, the average amount of time—percentage of time—in the non-English language is 8 percent in those five school districts.

It is important, however, to underline the principle that if a child is not receiving instruction in a language that they understand, that there is something wrong in that classroom. And it applies equally to language minority students who are limited in their English proficiency as it does to students who are native English speakers.

I might add one thing with regards to the teachers supply. We have a tremendous resource in bilingual aides and paraprofession-

als, at least in California. We have about 8,000 credentialed bilingual teachers, about 7,000 waiver teachers, but we have close to 16,000 paraprofessional bilingual aides in bilingual classrooms.

And if we could develop career ladders, and not only in the degree programs but also in the teacher certification programs, I think that would be a tremendous resource for this program.

Chairman HAWKINS. Thank you; Mr. Jeffords.

Mr. JEFFORDS. Thank you, Mr. Chairman, I will get us into some emotional discussion, perhaps, by bringing up someone that we all talk about—Mr. Bennett and his recommendations. I find myself somewhere in the middle, as always on these issues. We do have some bilingual problems in Vermont. On one hand I understand what he is trying to say. As I understand it, it is basically, "Let's face it, this is an English-speaking country and everybody ought to learn English and forget about the rest," which is a slight overstatement—not as much of an overstatement as I wish it was. On the other hand I recognize the tremendous need and potential for this country to become nonmonolingual especially when we get in to trying to compete in markets overseas.

It seems to me that we should better utilize the tremendous resource that we have in this country, that is, by people that can speak two languages, or three, or four.

However, there is one part of this recommendation that seems to be consistent with some of today's testimony. And yet, you seem to have a strong reaction to it, and that is more flexibility in the bilingual program. I think the percentage used for flexibility is currently 4. The Secretary says,

> There are a tremendous number of program initiatives that should be tested, and that the 4 percent limitation is something which is counterproductive to a better understanding and finding solutions to our problems.

Is the reaction we are getting to relaxing the 4-percent limitation an emotional reaction to Mr. Bennett, or is it a realistic one, or should we be having an opportunity to experiment more?

Dr. MACIAS. Well, I think that in Mr. Bennett's treatment of that 4-percent cap, he has probably provided more misinformation than he has information. Possibly the result of that price on the part of his staff's not understanding the wisdom of congressional compromise on that issue.

But, the 4 percent is of the total appropriation for the program. However, if the appropriation were to go above—I believe it was $139 million—that as much as 50 percent of that additional money, or up to 10 percent of the total appropriation could go for those alternative programs.

Now, it seems to me that if Mr. Bennett was serious about providing resources to experiment in areas he would like to see experimentation in, that his recommendation up front would have been to fund greater than $139 million for the program because it obviously would have provided more funds for that experimentation. He did not do so.

Mr. JEFFORDS. If I may interrupt here. Just so you understand how things in Washington—no Secretary can recommend any additional funds for any program, by orders of OMB. So——

Dr. MACIAS. I realize, sir——

Mr. JEFFORDS [continuing]. That you use that action as a negative against Mr. Bennett, when in most cases, it is not—it is coming from OMB rather than the Secretary, but go ahead.

Dr. MACIAS. I realize that. At the same time, I understand that it is the responsibility of the members of the executive branch to implement the enabling legislation that is consistent with the intent of Congress. And to the extent Secretary Bennett has taken both of these issues—that is to attempt a reformulation of the law through the appropriations process, or through other than authorization hearings—he has mixed the money issue with the flexibility and experimentation issue.

There is no specific methodology mandated by title VII. There is a requirement to use the non-English language as part of the instruction to the extent that it supports the goals of bilingual education in the law; that is, English-language acquisition, success in the academic areas of schooling, and to the extent that positive self-concept and identity, and support that and motivate that in positive self-concept.

Methodologies—at least instructional methodologies—as we understand them in the field, are not the kinds of things that Secretary Bennett is talking about. His particular concern is to trade the use of any part of the non-English language to English only under the guise of experimentation.

There are any number of other Federal funds in education that could provide for that experimentation; and that, in many ways, the bilingual education monies in the law don't even cover 1 out of 10 students identified as needing dual language services in the country.

So, the area for experimentation—both within the law, and outside of the law—is at Secretary Bennett's behest; and as Secretary of Education, I would assume, under his influence if not control.

To target on the 4 percent as having been too little when those areas within the law have had the greatest flexibility in the Family Literacy Program and a couple of other areas, and they are underfunding in that area, seems to me to be trying to have the part of the cake and eating it, too. You can't have it both ways. Either it is a money issue—in which case I think he is really carrying out the administration's role in trying to cut back education in general, and bilingual education in particular, without regard to the merits of the program and without regard to the contributions the program has made to the education of language minority students in the country.

Mr. JEFFORDS. Dr. Milazzo.

Dr. MILAZZO. I generally agree with what Dr. Macias says. I think it is important to recognize that in the United States, LEP populations are going to quickly become a huge portion of the public school population. In California they already are a huge proportion of the public school population.

Right now, bilingual programs are pretty much operating on a shoestring. When you look at the portion of dollars that are spent on bilingual programs compared to the population that there is to serve, there isn't a very good fit.

And rather than adding dollars generally to the education pool, we start moving dollars around—more appropriations in the area

of bilingual and LEP students—maybe less in some other area. I think some of our old concerns—20-year-old concerns, and 30-year-old concerns—may be subordinated now to our bilingual concerns and LEP population concerns; which is generally nonanglo population concerns—but particularly bilingual, which is clearly operating pretty much on a shoestring. So that when we start reallocating, I think it is important to put some of these bilingual LEP issues at the top of our list and right now—at least in terms of dollars—they seem to be at the bottom.

Mr. JEFFORDS. Thank you, Dr. Davis and Mr. Smith, I enjoyed hearing about your program, and I wish you well. You are doing a good job.

Dr. DAVIS. Thank you very much, Mr. Chairman.

Chairman HAWKINS. Mr. Dymally.

Mr. DYMALLY. I simply want you to know that Dr. Davis and Mr. Smith come from the 31st Congressional District.

Mr. JEFFORDS. I would never have guessed. You can tell by the pride in your eyes.

Chairman HAWKINS. May I express appreciation of the Committee to all of you, Mr. Smith, Dr. Davis, Dr. Milazzo, and Dr. Macias for your excellent testimony. You have been a tremendous help to the committee, and we appreciate it. Thank you. The next and final panel is on Dropout Prevention. Ms. Annie Richardson, the executive director of Community Parents United for Children, she will be accompanied by two students as I understand it three students. Ms. Arnese Clemon, executive director for the Institute for Successful Living; she will be accompanied by Mr. James Oliver, Ms. Carol Sawyer, and Brother Modesto Leon, director of Soledad Enrichment Action.

Can we just pull up some chairs to backstop the witnesses.

Ms. Richardson, we will hear from you first; and may I, on a personal note of thanks to you, express my personal appreciation as well as that of the Education and Labor Committee for the many times that you have testified before us, the contribution that you have made. We are very proud of what you are doing, and we are delighted to have you here today, together with the students.

STATEMENT OF MS. ANNIE RICHARDSON, EXECUTIVE DIRECTOR, COMMUNITY AND PARENTS UNITED FOR CHILDREN.

Ms. RICHARDSON. Thank you, Mr. Chairperson and members of the committee. I know that you must be at this point thoroughly absorbed in this whole issue, so I am not going to go through my written testimony. You have it in your packet. If you will just take out your support documents, I am going to highlight some of them and share with you a couple of school programs that I'm proud of in the Los Angeles Unified School District. I have some students here with me who are involved in those programs.

Well, I need to say that dropouts—and this is the dropout panel—often, in my opinion—every time I hear that word it bothers me because I think it should be pushout in California because of so many layers of administrative requirements that have been put on students without preparation. So, dropout is the term that—and I suspect that is the case in many other states in the union.

I'm not a traveler in the States, but I would suspect that is probably the case in many other States. I talk about that in my written testimony.

The first couple of pages talk about what I call the Four M's—motivation, money, marriage, the need for some kind of way to address facilities at school sites that are provided to get students from Los Angeles our options, pregnant minor school, into a situation where they already have a connection to a child care facility. We have addressed the need of pregnant minors, but we have not tied it to child care facilities per se. When students are in those facilities I feel like that should happen as a regular routine item other that as perhaps an incidental thing.

Some of the facilities have space. There should be a center adjoined to the high school. We have an example of that at Jordan High School where the students actually take care of their babies at the site; and they have primary responsibilities for their care.

Money—all of know that money is a major issue for dropouts, whether it is the need for it or the need to provide child care for mother—for father—while they earn money. So money is a major issue as it relates to dropouts.

In California, and I do quote some statistics, our State suffers a dropout rate—our previous speakers have referred to that—that is 25 percent above the national norm; so we are in a crisis situation here in California.

In Los Angeles, we have recently done a study of dropouts in the Los Angeles Unified School District. The staff person for the school district that is responsible for several programs that have been implemented in Los Angeles Unified School District on a pilot basis, is here also today. If you have any questions about all of the programs that start on page three, and go over to—like 625-Learn, flexible scheduling, Project Build—all these are programs within the Los Angeles Unified School District.

I am trying to just give you a thumbnail of some of those programs that have been developed in the past couple of years as a result of our 40-percent droput rate, our 40-percent attrition rate.

Mr. Martinez is in charge of the pilot programs within the district. In the next few months there is a committee by L.A. Unified School District that is developing a document of all the various programs—preventative programs—that exist within the district. I was fortunate enough that they gave me one of their first drafts to pull some of those programs out to highlight. So you have some of the major ones in your packet that I presented to you.

Working with the school—well, there is one program that our previous panel referred to as the options program—and if you look at your packet C, tab C-1, the two blue books, you have all of that program.

I agree with our previous panel speaker that the options program in Los Angeles Unified School District is probably the most effective dropout prevention program in existence. However, the students have to already be in crisis in order to get into those programs. In other words, they have to already have suffered suspensions, expulsions, be a part of the drug bust program, or they are already in a crisis situation.

It is unfortunate that there are not moneys available to identify students earlier before they get into crisis; we have learned through this process that there are some key things—and I list them in here—that will give some indicators as to the potential dropouts. If some of the students could go into these programs before they become in a crisis situation, then perhaps we would be able to maintain some of those students.

So that is one of the things that I would like for the committee to consider if you are possibly going to do something about funding, look at programs like the options and give districts enough funds to do something with those kinds of programs before the students are in actual crisis and it's a have to situation.

On the bright side of things, the programs that I would like to highlight today—the first one is the junior high school model. You have it—and it's your B tab in your packet—B-1 through—I redid my speech as I sat here and listened, so I'm going to have to go back and pick it up——

The Bethune program is on page 7. At this time I would like to call your attention to Bethune Junior High School program. Here we found a dropout prevention program with three exciting components. The first is student helping students—and you have tab B-1—that's the overview of that program. Next is the student advocacy program—and that is B-2—and finally, learning adjustment centers—and that's B-3.

Bethune's program is a joint funding venture involving Coca-Cola, Cal-State University Los Angeles, and the Los Angeles Unified School District.

Right here I would like to ask you to think about if you are going to develop programs, look at these kinds of projects that involve private industry—and I talk about that in other places in my testimony. Some of the most successful programs that I've seen in all Los Angeles Unified involve this kind of a model where private industry working with the community, working with the school, was able to develop a program.

One of the issues in the section where I raise issues is caring, mentoring to young students. I was very excited about the Bethune program because the student advocacy program is a program whereby every staff person on the school site adopts from 5 to 12 students; and they become their mentor, or their advocate on the school site.

I've heard and visited and listened to several experiences of teachers and administrators around this issue. I find it very exciting, and that is the program that these two students are involved in—the student advocacy program.

I don't know how you want me to do this—if you want me to finish and ask them questions, or how you would like to proceed.

[The prepared statement and attachments of Annie Richardson follow:]

PREPARED STATEMENT OF ANNIE RICHARDSON

Mr. Chairman and Members of the Committee:

I'd like to take this opportunity to share some thoughts on the subject of drop-outs.

Let me begin by saying that the term should not be drop-out; but more appropriately, the term should be "push-out" because students are being pushed out of the educational arena. More than ever before our children are having difficulty meeting the ever-increasing demands of proficiency testing, higher graduation requirements and rising school standards - many of which have been imposed upon them without reasonable and adequate preparation. This, in spite of the fact that schools have as their main purpose the preparation of students for adult life.

Studies have established that the drop-out problem has several major underlying causes. Among these, motivation - or lack of it - ranks high as a causative factor. When a student's school experience is plagued with continuous failure, it is certain that motivation and morale will decline. The indications are that students who fail at the elementary level face major obstacles at the secondary level. Early childhood education provides a foundation. It is a time when essential life skills are introduced

and mastered. Often these skills are so basic that once the student has been passed along to the next level, it is automatically assumed that skill mastery has been achieved. Once missed, it's often true that these skills will no longer be taught; but merely reviewed. If it is discovered somewhere along the way that a student has not obtained these skills, it is commonly assumed that a lack of student ability is at fault. Once type-cast as a low achiever, or a failure, the child's most significant remaining school role is to live up to his type-casting.

Another of the factors contributing to the drop-out situation is the lack of mentoring - or role models. Too often our students are subjected to an uncaring environment. How can students be successful when there is an institutionalized vacuum of qualified, accessible teachers?

Then there are the economic factors. Students are sometimes so diminished by poverty that their families are unable to provide for them even the barest necessities. The day to day struggle for survival often dictates that a school-age child must contribute to the wage-earning effort - either by his or her own labor or by providing child care so that parents can work. In

contrast to this we see the child who can draw no connection between the materials he is provided in school and the material goods he hopes to obtain from society, i.e. an apartment, nice clothes and a fancy car.

Among young women, marriage or pregnancy is a leading cause of school drop-out. Sadly, so many of the young women I've talked with in this situation tell me their pregnancy came out of a need for approval - or love. Others say that they wanted to get pregnant so that they could finally have something to call their own.

Most drop-outs share one or more of these factors in common.

In California, the drop-out problem has reached crisis proportions. Our state suffers a drop-out rate which exceeds the national average by 25 percent. (See attachment, Section A).

In the Los Angeles Unified School District, (LAUSD), the picture is even more bleak. According to "A Study of Student Dropout in the Los Angeles Unified School District," (January 16, 1985):

> The...District reports a pupil attrition rate of 42 percent between the beginning of 10th grade and the end of the 12th grade. An overall dropout rate of at least 40 percent for the district is a conservative estimate. This estimate implies that at least 20,000 pupils in each class fail to finish high school.

Let's take a moment toidentify those students who are most likely to become one of these statistics. From what we have learned, the most vulnerable students will exhibit one or more of these symptoms:

- high transiency rate
- frequent absence
- record of suspensions (from school or bus), and 'opportunity transfers'
- involvement in gang activities
- low self-esteem
- pregnancy
- inability to communicate
- consistent low marks

In an effort to combat the problem, LAUSD has created a number of programs. Among them, the Reception-Room Program offers a multi-disciplined curriculum for students who have missed a great deal of instruction due to truancy or absence. Some of these classes are offered on a contract basis. This instructional program has been borrowed from our continuation Schools seventy-five point contract.

In School Suspension: This is a part of the system of discipline in which the school provides an on campus isolated classroom for those who would otherwise be suspended from school. Instruction is provided on a continuous basis even though the student is suspended.

Tenth Grade Counseling: Is offered in every high school through funds provided by SB813, our Education Reform Act. It might be, though, that such counseling might be better placed and more effective for prevention if such counseling could be provided at an elementary school level.

The Redesign of the Chapter I program . In some high schools this program hopes to thwart the perpetuation of failure.

Concurrent enrollment in high school and Adult School : This program should have a major impact on the drop out issue when fully implemented.

The district has recently funded a small pilot drop - out project which will impact eight (8) high schools and their feeder junior high schools. The program is designed to address 150 students per high school. Since approximately 40 percent of our seniors do not graduate with their class, 150 students in eight high schools really is a very small project.

Other programs include Parenting Education. This provides a multi-disciplinary educational process designed to facilitate the parents' role competence and the child's growth and development. Parenting Education encourages parents of pre-school age children to acquire additional decision-making skills that are congruent with their values, the childs' developmental needs and society's demands.

Another program, "62-Learn" , is a public information 'hotline' to assist adults, recent dropouts and high-risk youth to find an educational program suited to their needs.

Still another program will extend the existing opportunities for high school students by providing additional classes through a flexible scheduling pattern. Interested students can acquire additional class sequences such as vocational education, literacy, language acquisition or make-up credits.

Project Build is a community outreach program designed to assist residents of four low-income housing projects located in the greater Watts area. This project will link education and job training/placement programs at

Jordan High School and the Jordan-Locke Community Adult Schools and Southwest College.

The Liaison Citizen program is aimed at improved classroom discipline and greater motivation of youth.

The Job Training Partnership Act (JTPA) offers open-entry/open exit job training programs that operate year round. Trainees enter at any time of the year and exit when job ready. This program will target concurrently enrolled high school youth since the Job Training Partnership Act has focused on the 16-22 age group.

At this time I'd like to call your attention to Bethune Junior High School.

Here we find a drop-out prevention program with three exciting components. The first is Students Helping Students. (See attachment, Section B-1). Next is the Student Advocacy Program. (See attachment, Section B-2). And, finally, Learning Adjustment Center. (See attached letter, Section B-3.)

Bethune's program is a joint funding venture involving Coca-Cola, California State University at Los Angeles, and

Los Angeles Unified School District.

The Student Advocacy Program is the most 'caring' program I've seen in a school.

The Senior High Schools Options program of LAUSD is probably the largest and most successful drop-out prevention and recovery program in the state. The Options program includes:

- Continuation Schools
- Educational Placement Centers
- Opportunity Schools
- Opportunity Units
- School Age Mother Programs
- Tri C Program (Community Centered Classrooms)

The target population of all Options programs is that which typifies the dropouts in our school district, in the state and in the nation.

The average enrollment for the program during the year is approximately 5,000 with an attendance of approximately 3,000. Last June, 630 students graduated in a combined commencement exercise at UCLA's Pauley Pavilion. These 630 students are high school graduates and particiapnts

and contributors to our society. If it had not been for the Options program, most of them would have been dropouts and prime candidates for the public dole.

The Senior High Schools Options Programs of LAUSD emphasize counseling through instruction and success. Not only are materials provided that meet the needs of pupils of widely varying abilities, but also learning modalities are studied and taught to so that more students may achieve success. Successful students have better self-concepts.

Unfortunately, in order for students to be placed in one of the programs, they must already be in a state of crisis.

One of the programs, the one for pregnant minors is an excellent program. However, I would recommend that each site be connected with a childcare facility. And wherever possible, infant care should be provided at the school cite.

At BelmontHigh School concurrent options such as adult education and regional occupational center studies are added to regular high school courses. (See Attachment

D-1). Another program is the Educational Clinic - or The Reading Center. (See attachment D-2).

Focus on Youth is an example of how the public and private sectors can formpartnerships for better service delivery. (See Attachment, D-3).

I am pleased that the state has seen fit to combine several departments, each of which addresses issues relating to the drop-out dilemma; but which can also work jointly to address these issuee more effectively.

At the federal level, I have seen minimal reaction to this issue. In fact, the annual 'panic' over whether categorical programs such as Chapter 1 and Bilingual Education will be funded at an adequate level serves to frustrate those who serve students.

My major contribution today is to urge you to allow a school-based plan which would allow the co-mingly of funds. I know this would be revolutionary and might make line item audits diffidult; but we need to address this problem in a major way. All available funds - whether they be state, federal or district - should be accessible to address the drop-out issue.

Since 49 percent of California students drop-out due to family and work related problems, we must have some agency or group of agencies to address this problem. Education authorities agree that there is a general lack of attention, caring and concern for young people. Additionally, we know that child abuse statistics have increased dramatically over the past few years. We need public, private and governmental agencies to analyze, study and act on this problem as well.

It is important to our nation, our state, and our local community that the drop-out issue become a priority item. We can spend the money on our youth NOW or spend even more on adults IN THE FUTURE - in criminal justice facilities, mental institutions; or for adults among the unemployed and dependent poplation.

THE CHOICE IS YOURS - THE CHOICE IS OURS!

Students Helping Students Program Objectives

The Bethune Junior High School Program will identify 125-150 formal and informal student leaders for involvement in a planned program designed to promote positive student attitude regarding self, peers, the school setting and academic achievements. The program will provide participants with leadership training through peer counseling, academic assistance and counseling and cocurricular recreational activities with emphasis on academic enrichment. "Students Helping Students" will be a major focus of the leadership training. Additional objectives include:

- Decrease Bethune's dropout rate.
- Improve the school's daily attendance rate.
- Provide students with needed educational and counseling services.
- Reduce the negative influence of peers.
- Increase teachers' sensitivity to students' needs for support systems.
- Provide a structure within the school by which more students can feel a sense of belonging.
- Provide parents with information and skills necessary to support their children's educational needs and aspirations.
- Improve students' self-image.

An important facet of the program is that both "formal" and "informal" student leaders will participate. Acknowledgment and recognition of a broad spectre of leadership has the potential for maximizing the positive impact of participating students on the general student body.

A. PROGRAM DESIGN

The program structures the cooperation of teachers at the school, Cal State Los Angeles work study students, and the families of students in the program. Five faculty members will be selected to serve as Program Leaders. Leaders will supervise the four academic and one recreational/enrichment components of the program. In this role they will:

- Provide all counseling/tutoring/recreational enrichment activities of the program.
- Train the Cal State Los Angeles work study students, who serve as their assistant leaders.
- Coordinate contracts with the families.
- Coordinate an Attendance Incentive Program.

Each of the five leaders will have three assistant leaders. The leaders and assistant leaders will involve teachers, parents and families in the programs in ways which will help the students to attend school regularly and to progress academically and personally. The result of this coordinated effort among these groups can be improved achievement and lower dropout rate. The target population will be 150 incoming 7th graders for the 1985-86 school year.

B. PROGRAM COMPONENTS AND IMPLEMENTATION

Leader Selection

Five leaders will be selected from among the faculty to provide program services. One leader will coordinate the recreational/enrichment activities of the program and four leaders will coordinate the academic activities of the program (e.g., mathematics tutoring, language arts tutoring, science tutoring and/or peer counseling). Applicants will be screened and interviewed by Bethune administrators and representatives from Coca-Cola Bottling Company of Los Angeles. Criteria for the selection of leaders shall include, but not necessarily be limited to, members of the faculty who:

- Demonstrate leadership ability with students.
- Communicate well with students.
- Motivate students.
- Demonstrate that they can/will work with the other leaders for the furtherance of the multiple activities of this program.
- Demonstrate a level of commitment and enthusiasm for this program or others similar to it.
- Have the time needed for this after-school activity.

Assistant Leader Selection

Each leader will have three assistants. The assistants will be recruited from the Cal State Los Angeles work study program. Assistants will be interviewed and selected by the Program Coordinator and the leaders. In addition to employing criteria used for the selection of the leaders, interview teams will also consider factors related to awareness and understanding of Bethune students and their community. Each of the 15 assistant leaders will be assigned with a group of 10 Bethune students. Initially, 150 students (15 groups of 10) will be selected for the program. In addition to volunteering, students will be considered for the program based upon nomination by:

- Teachers
- Counselors
- Administrators
- Classified employees

A screening committee comprised of a representative of the administration, a representative of the classroom teachers, the program coordinator, and a representative from Coca-Cola Bottling Company will select participants from the available pool.

Criteria for the selection of program participants is to include, but not be limited to, the following:

- Demonstrated formal leadership skills
- Recognized as an informal leader
- Effective student communicator
- Peer counseling potential
- Tutoring potential

Attendance Motivation

The success of the program hinges on student participation. Each leader and his/her assistants will be involved in an ongoing effort to monitor, encourage and reward student attendance. Each leader and his/her assistants will be responsible for the following support activities with with respect to their 30 students:

- Telephoning the students' home on the second day of an absence.
- Ensuring student attendance in the regular program as well as in the special program.
- Maintaining records on student attendance in program activities.
- Coordinating with the school attendance clerk to monitor student attendance in regular school.
- Counseling students on the importance of regular attendance.
- Providing tutorial/counseling/recreational services.
- Designing or selecting appropriate incentive activities and reward regular school attendance.

Academic Tutoring/Peer Counseling Program

Two of the major responsibilities of the Program Coordinator and four of the leaders will be to select appropriate tutoring materials and to schedule diagnostic testing for students receiving academic tutoring. Peer counseling training will be provided to participants as part of the emphasis on "students helping students".

The Program Coordinator and leaders will schedule students as needed into programs from 3:30 to 5:00 p.m., Monday through Thursday. Tutoring will be provided by the leaders and their assistants.

Recreational/Enrichment Activity Program

One leader and his/her three assistants will have responsibility for coordinating this part of the program. In consultation with the Program Coordinator and the other leaders, they will design and implement an activity program in which each of the students may participate at least two afternoons per week.

Parent and Family Workshop

The Program Coordinator and the five leaders will conduct a Friday-Saturday workshop for parents of participating students. The workshop will give parents much needed information about the school. Parents will be invited to a Friday-Saturday session at Cal State Los Angeles to discuss thier child's future and to learn information and skills which will likely lead to improvement in thier ability to help make staying in school more impportant.

Teacher Workshop

Teachers will be invited to a Friday evening, all day Saturday session to be held at Cal State Los Angeles. The purposes for this workshop are to:

- Provide teachers with information about the Program.
- Enlist their support for the program.

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- Provide them with information regarding the relationship of teacher expectations to student achievement.

In both the Teacher and the Parent Workshops, participants will be provided a Friday evening meal and a Saturday box lunch. There will be no stipend provided.

Attendance/Performance Incentive Program

Students in the program will be either formal or informal leaders. As such they may not have been in an environment conducive to developing academically and personally. A goal of this program is to develop this group of students as positive leaders in the school in order that they receive positive support from program staff, from other school personnel and from one another. This recognition is to be reinforced through a system of incentives for school attendance and accomplishment.

In addition to the intrinsic rewards potential of the program there will also be provided a set of extrinsic rewards for participants achieving the following objectives:

- Perfrect weekly school and class attendance for three-weeks will qualify a student for a monthly award.
- Perfect school and class attendance for the two-week period preceding a field trip or enrichment activity will qualify the student for participation in the activity.
- Improvement in at least two grade categories will qualify a student for a quarterly award.
- Achievement of a grade B or better in a class will earn the student credit toward a quarterly award.
- A report card with a maximum of 3 C's and all other grades of B or better will qualify the student for a year-end award.
- A report card reflecting improved attitudes toward citizenship and work/study habits from one quarterto the next will qualify the student for a quarterly award.
- Demonstrated leadership ability to help other students within the program will qualify students for a quarterly award.

Awards may include trophies, certificates, tickets to sporting or cultural events, dinner awards and other activities identified by the project's Board of Directors.

BETHUNE JUNIOR HIGH SCHOOL

TO: All Benevolent Bethune Staff Members September 9, 1985

FROM: Peggy M. Sharma, Principal

SUBJECT: STUDENT ADVOCACY PROGRAM

During the 1985-86 school year, all adults on the Bethune Junior High Campus will formalize what has been occuring for a number of years. Each staff member will officially "adopt" from 5 to 10 students!

Our students are very special, but many have problems that can be resolved just by having someone who cares about them, to listen, to take the time to explain, to clarify or to intercede. Many of our teachers and support staff are already doing this. In order to help more children, we are requesting that each adult submit the names of 5 to 10 students that they will "adopt" to Mr. Andy Anderson, in the Attendance Office by Friday, September 27, 1985.

----------tear-off----------

The following students will receive considerable support from me this year. I have conferred with them and they know that I wil help them resolve any problems that they are confronted with. We discussed the fact that help will be provided with classwork, homework, personal problems, conflict resolution, career development, etc.

The students listed alphabetical are:

	NAME	GRADE LEVEL	GUIDANCE ROOM
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Signed Location

Print Last Name

Los Angeles Unified School District

Mary M. Bethune Junior High School

16 West Sixty-Ninth Street, Los Angeles, California 90003

Telephone: (213) 971-3048

Dr. Harry Handler
Superintendent of Schools

Peggy H. Selma
Principal

Date _____

Dear Parents:

Our teachers and staff members are extremely dedicated to helping our students excel. In an attempt to make our school more effective, we have started a Student Advocacy Program. This will provide our students with one more person who will help them when problems arise.

Our students will be provided help with:

1. Classwork
2. Homework
3. Personal problems
4. Conflicts resolution
5. Career awareness/development

Please know that we are available to talk with you between the hours of _____ and _____. If you will provide us with a telephone number where you can be reached during this time period, we will call to introduce ourselves and answer any questions you may have.

We are not attempting to take the place of our students mom and dad. We are simply serving as a student advocate in order to facilitate his growth and development into a productive, well adjusted citizen.

We are eager to talk with you about _____.

Signed: _____

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: Mrs. Annie Richardson
Senior High Division

Date November 22, 1985

FROM: Ms. Peggy M. Selma, Principal
Bethune Junior High School

SUBJECT: DROPOUT PREVENTION AND RECOVERY PROGRAM

Attached are copies of our "Students-Helping-Students" Program. This program has been in effect since August 1985. It was begun to assist our efforts to reduce truancy and prevent dropouts. A part of this Drop Out Prevention is addressed in our Student Advocacy Program (see attached) where all adults on campus adopted five (5) to ten (10) students who desperately need additional counseling.

In addition to "Students-Helping-Students", we plan to create a "Learning Adjustment Center" (LAC) to assist other students with attendance problems. Funds and resources from the "Dropout Prevention and Recovery Program" will assist us to implement the LAC. The LAC will be a place where students with attendance problems can get extra tutoring, counseling and special assistance. Attached is the proposed budget worksheet. The personnel assigned will assist in the LAC. These people will be assisted by our deans and counselors. A special room will be set up to create a positive learning/counseling environment to assist the troubled youth with their problems. Students will be identified from their report cards, attendance patterns and all referrals. (self, parent, OSIS, etc...). Staff members will create a positive learning environment. ("A special place where all youngsters will want to visit - LAC).

The combination of the "Students-Helping-Students Program and LAC will definately reduce our truancy and dropout problem.

PMS:sa

Attachments

COMMITTEE ON POLICY RESEARCH
Peter R. Chacon, Chairman
Ernest L. Konnyu, Vice Chairman
Rusty Areias
Bill Bradley
Gray Davis
Tom Hayden
Tom McClintock
Mike Roos
Pete Schabarum
Byron Sher
Larry Stirling
John Vasconcellos
Frank Vicencia

Assembly
California Legislature

PETER R. CHACON, CHAIRMAN
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2100 J Street, Suite 535
Sacramento, California 95814
(916) 445-1638

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Senior Consultant
Rose de Ando
Associate Consultant
Room Capitol
Sacramento, California
95814
(916) 445-7610

August 23, 1985

THE DROPOUT PROBLEM IN CALIFORNIA

California has an enormous high school dropout problem which crosses all geographic and ethnic groups.

IN THE HIGH SCHOOL CLASS OF 1983:
Three out of ten students did not graduate
Four out of ten black and Hispanic students did not graduate

CALIFORNIA'S HIGH SCHOOL DROPOUT RATE IS NOT CONFINED TO MINORITY INNER CITY YOUTH:
In the Class of 1983, 56% of dropouts were white students

Of the 119 high schools which lost more than 40% of their 1983 graduating class, 80 high schools were in suburban or rural areas

CALIFORNIA'S DROPOUT PROBLEM IS MORE SEVERE THAN THE NATIONAL DROPOUT PROBLEM:
California ranks 34th among the states in the percentage of ninth graders who graduated with their class in 1984

In the national High School and Beyond Study, California's dropout rate was 25 percent higher than the national average

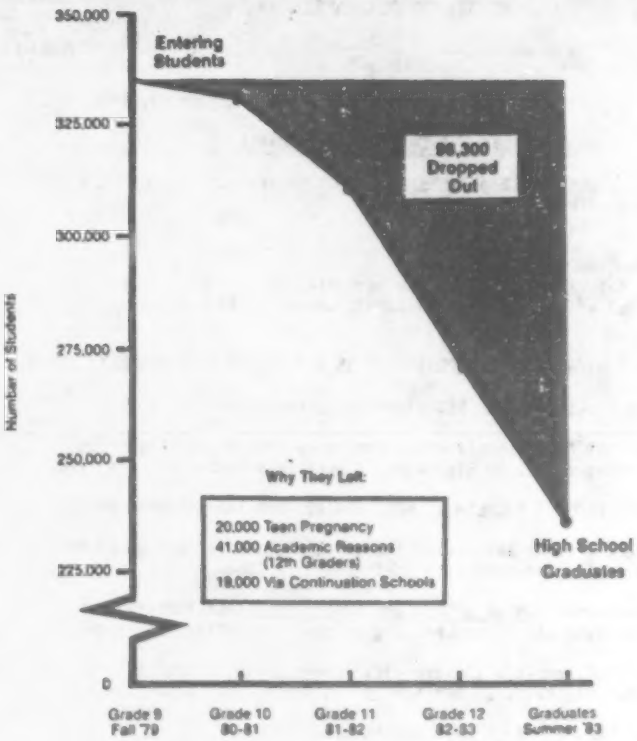
64% of California's 17-year-olds report having a high school diploma; the national average is 74% for 17-year-olds (1980)

CALIFORNIA'S DROPOUT RATE HAS DOUBLED SINCE 1970
The Assembly Office of Research estimates that in the Class of 1983:

20,000 females left school due to pregnancy
18,700 students left via continuation schools
40,600 left due to failing proficiency tests or the courses required to graduate

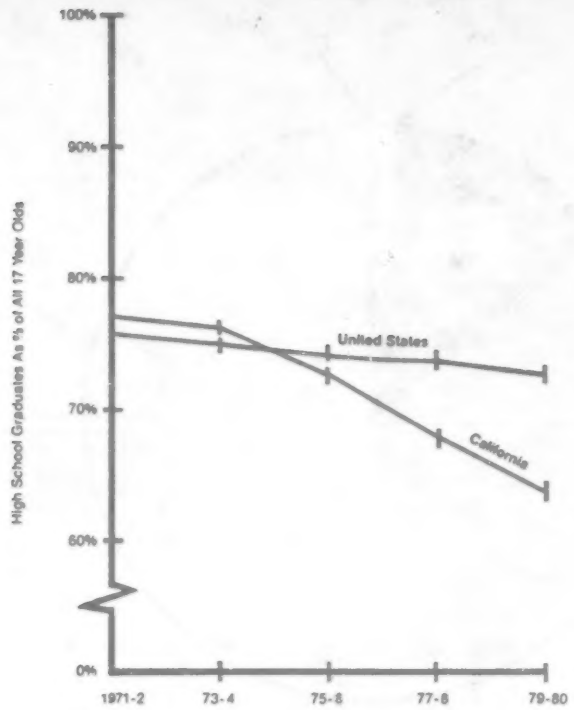
CALIFORNIA HAS THE SECOND HIGHEST TEEN PREGNANCY RATE IN THE UNITED STATES
80% of teen mothers do not finish high school, yet California serves only 10% of eligible teen mothers in programs designed to help the earn a diploma.

Whatever Happened to the Class of 1983?



Source: California Department of Education and Assembly Office of Research analysis

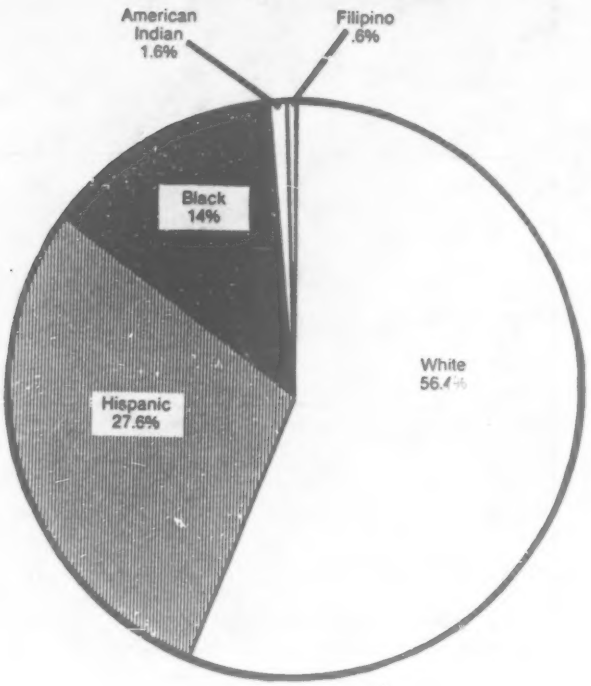
California's High School Graduation Rate Is LESS Than the National Average



Source: California Department of Education, Selected Statistics, 1982-83, Table 14.

Proportion of Youth Leaving School by Ethnicity

Class of 1983



Source: California Department of Education

SENIOR HIGH SCHOOLS OPTIONS

A BRIEF OVERVIEW

LOS ANGELES UNIFIED SCHOOL DISTRICT

JULY, 1984

58-337 0 - 86 - 4

INTRODUCTION

The Los Angeles Unified School District is committed to the goals and principles established by our Superintendent, Dr. Harry Handler, in Basic Activities.

The five goals are:

1. Improve student achievement
2. Improve the environment in which teaching and learning occur
3. Strengthen the support from parents and the community at large and its leaders for our program
4. Improve staff morale
5. Improve relationships and our credibility with state and federal legislators

The three principles are:

1. Standards
2. Stability and Consistency
3. Fiscal Responsibility

The Superintendent states in part:

> "I expect each person to carry out our obligation in the light of a permanent commitment to serve the needs of all of our students, in full recognition of the many ways in which those needs may differ.
>
> "As we concern ourselves with the fundamentals of the educational process, we must never lose sight of the moral imperative which commands us to appreciate differences as well as similarities, diversity as well as commonality, special needs as well as more conventional requirements. Our skill as educators will be measured not alone by our technical competence, but also by our ability to use that competence in many different ways, for many different kinds of students, under many different sets of circumstances. Every student in the District is entitled to our very best efforts.
>
> "The awesome nature of our responsibility is underlined by a simple question from the dedication to the District publication, A STATEMENT OF GOALS: 'What else on earth is as dear to us as our children?'"

In moving toward our goals, in being guided by our principles, and in the full acceptance of our commitment, the District has established and continues to support the Senior High Schools Options.

This overview of the options program was prepared by Ms. Deborah Callahan, Specialist, Senior High Schools Options; and Mrs. Mary Jo Little, Principal, Central High School. To them and for them the District is grateful. This document was written to give interested persons an insight into the programs. It is brief so that it can be quickly and easily read. More information can be obtained from Senior High Schools Options office.

CAL BURKE
Administrator
Senior High Schools Options

APPROVED:

PAUL M. POSSEMATO
Assistant Superintendent
Senior High Schools Division

SENIOR HIGH SCHOOLS OPTIONS

Senior High Schools Options programs serve those students whose potential for academic success can better be achieved in a program other than the District's regular junior and senior high schools. The Options program is the most significant alternative that the Los Angeles Unified School District funds for addressing individual needs and promoting the realization of each student's potential.

Within Senior High Schools Options there are five specialized programs which are intended to foster and promote individual growth and attainment of academic and personal goals: Continuation Education, Educational Placement Centers, Opportunity Education, School-Age Mother Program, and the Tri-C Program (Community Centered Classrooms).

Most Options programs mentioned are located throughout Los Angeles Unified School District adjacent to or near one of the 49 comprehensive high schools. Referrals to the Options programs are arranged by the appropriate administrator of the schools making the referral. With all of the programs available in Options, the District is able to respond to requests for student placement from any school within the District.

The various Options programs work cooperatively with one another in order to provide an optimal educational experience for each student. Alternative placements are made between Options programs as particular student needs become apparent. Needs may involve problems of achievement, attendance, adjustment, or behavior and may be best addressed by a change of social and educational environment. Placements are arranged by mutual consent of the appropriate administrators of the schools involved.

Senior High Schools Options is a program committed to the philosophy of providing a success-oriented learning environment that encourages:

P - Personal growth and self-esteem
(including attainment of a high school diploma)

R - Respect and dignity

I - Individualized expectations

D - Development of skills for the future

E - Excitement for learning

The Options programs serve students in grades 7-12. The typical clients are students who:

1. Attend irregularly.
2. Achieve below capacity.
3. Move into the Los Angeles Unified School District other than at the beginning of the semester.
4. Have been recommended for expulsion or who are on suspended expulsion.

5. Are unable to adjust to regular school.

6. Are pregnant junior/senior high school girls.

7. Have demonstrated insubordinate and/or disorderly behavior.

8. Require the immediate removal from the school of attendance because of behavior or attendance problems.

9. Return from detention facilities with a poor prognosis for success in a regular school program.

Options incorporates a program of individualized instruction which allows students to begin enrollment at any time and to receive credits upon the completion of work. The contract method includes a multifaceted approach with a wide variety of materials and resources (including teacher-directed lessons). The Options programs offer all courses required for high school graduation and many elective courses.

On the attached pages each of the five Senior High Schools Options programs is described.

CONTINUATION EDUCATION

Program Description

Continuation education is a program of completely individualized instruction, designed to serve those high school students whose needs are not met in the regular school program. A typical Continuation school emphasizes the following: a small school setting in which every adult can and does relate to every student; a warm, friendly atmosphere in which the worth of the individual is held in highest regard; contracts and other methods of instruction that allow students to begin a course at any time, to proceed at their own pace, and to receive credit upon completion of course work.

Most importantly, Continuation education provides an opportunity for success for students who have had a history of failure. Success not only helps to strengthen academic skills but also reinforces a positive self-concept which Continuation educators believe to be a prime objective of their program.

Philosophy

Continuation educators recognize that students' needs, interests, goals, and abilities are unique, and that the maturity of students will have a direct bearing on the achievement of their goals. Continuation education has been developed around the belief that:

- Every student is entitled to an educational program that is designed to meet specific needs.
- Every student should have an understanding of the basic skills and knowledge necessary for effective living.
- Every student should have an understanding of the individual's role as a family member, a worker, and a consumer. Schools are committed to working with parents and community to attain this goal.
- Every student should experience a human relations program with an emphasis on counseling and guidance as an integral part of a school program.
- Each student should be helped to attain optimum physical and mental health.
- Every student will be provided an opportunity for success through a flexible program designed to meet individual needs.

Goals

The primary goal of Continuation education is to provide a small campus setting, low student-teacher ratio, individualized instruction, and extensive counseling to strengthen positive self-concepts.

Other related goals are to:

1. Provide students with an opportunity to have a successful educational experience even though they have not generally found success in the comprehensive high school.

2. Offer students a program of academic and elective courses while they complete graduation requirements.

3. Involve students in setting their personal educational goals through forming their own individualized learning contracts.

4. Provide an opportunity for students who are employed full time to attend school for four hours each week.

Objectives

1. To provide individualized instruction.

2. To help students know themselves and understand their relationships with others.

3. To help students earn a high school diploma.

4. To convince students that they can be self-supporting and can advance in salary and position through proper training and preparation.

5. To help students develop principles for home and family living, including preparation for marriage.

6. To encourage students to participate in constructive civic activities and to obey the law.

7. To help students enter occupational training and find satisfactory employment.

8. To enable those students who return to the comprehensive high school to participate effectively through improved academic achievement, attendance, attitudes, habits of study, and/or behavior.

Target Population

The typical clients of Continuation education are irregular attenders, students achieving below capability, students who move into the Los Angeles Unified School District other than at the beginning of the semester, students who are insubordinate, disorderly, and/or have demonstrated poor adjustment to the regular school program, and, finally, students who for one reason or another are not successful in the regular school.

Specific Eligibility Requirements

1. Students must be 16 or 17 years of age.

2. Students must be referred by a regular high school administrator.

3. Regular school administrators must request continuation school placement and must receive parental consent to enroll.

EDUCATIONAL PLACEMENT CENTER

Program Description

The Educational Placement Center is designed to aid in the adjustment of students who are going through the expulsion process as a result of the Drug-Buy Program conducted by the Los Angeles Police Department. Students are placed in centers as soon as they are removed from the regular school. After the Expulsion Review Committee meets and makes a determination, the students may be moved to other options programs. Educational Placement Centers are located in various parts of the District to best serve the regular schools involved in the Drug-Buy Program.

Philosophy

The Educational Placement Center provides a temporary educational opportunity. Emphasis is placed on creating a program which will provide optimal improvement for each student through the use of individualized instruction and counseling.

Goals

The overall goal of the Educational Placement Center is to provide temporary placement so that the students may continue course work in progress.

Other related goals are to:

1. Provide a small school setting where students have greater opportunities for counseling and improvement.

2. Offer students a program of academic and elective courses while they complete graduation requirements.

3. Provide students with an opportunity to develop a positive self-image and a sense of responsibility toward self, school, and community.

Objectives

1. To help the student acquire a high school diploma.

2. To encourage the student to participate in constructive civic activities and to obey the law.

3. To enable students to participate effectively upon their return to the comprehensive high school through improved academic achievement, attendance, attitudes, habits of study, and/or behavior.

Target Population

This program serves senior high school students who have been recommended for expulsion as a result of the Drug-Buy Program.

Specific Eligibility Requirements

The student is referred by the Office of Student Discipline Proceedings or Pupil Services and Attendance.

OPPORTUNITY EDUCATION

Program Description

The Opportunity Education program is designed to aid in the adjustment of students who are habitually truant, irregular in attendance, insubordinate, and/or disorderly. A student may be enrolled in an opportunity class, program, or school.

Philosophy

Opportunity Education provides guidance, instruction, and encouragement for behaviorally divergent students so that they may improve attendance, attitudes, habits of study, and behavior. Achievement of these objectives will enable them to participate effectively upon return to regular classes.

Rather than an unproductive, punitive experience, an Opportunity assignment provides the student with an opportunity to recognize responsibility to self and to become better oriented to the whole school experience.

Goals

The primary goal of the opportunity school, opportunity program, or opportunity class is to provide a structured and caring educational environment that will produce positive behavioral change in students so that they may return to the regular school program as soon as practicable.

Other related goals are to:

1. Rehabilitate students behaviorally and emotionally so that they may function at the opportunity school site or the regular school site.

2. Provide basic educational opportunities related to the completion of required courses and the application of basic skills.

3. Provide a small school setting where students have closer supervision and greater opportunities for counseling.

4. Rehabilitate students through strengthening students' self-confidence.

5. Hold students strictly accountable for their behavior while on the campus or to and from school.

6. Bring basic skills to or near grade level.

Objectives

1. To provide individually-designed guidance and instruction.

2. To enable students to participate effectively upon their return to a regular classroom through improved academic achievement, attendance, attitudes, habits of study, and/or behavior.

3. To assist students in making a successful transition to the next grade level.

4. To enable new enrollees who give evidence of previous attendance and/or behavior problems to succeed in the new school program.

5. To improve the overall instructional program by assisting those students who interfere with the normal progress of the class.

Target Population

Students who are habitually truant, irregular in attendance, insubordinate, disorderly, and/or have demonstrated poor adjustment to the alternatives available in and provided by the comprehensive schools.

Specific Eligibility Requirements

1. Students must have demonstrated poor adjustment to alternative options provided within the home school.

2. Students must have poor adjustment to Opportunity Transfer alternatives.

3. Students must have returned from detention facilities with a poor prognosis for success in a regular, large, comprehensive school setting.

4. Students must have demonstrated divergent behavior that is severe enough to require immediate removal from the school of attendance.

SCHOOL-AGE MOTHER PROGRAM

Program Description

School-Age Mother Program is designed to meet the needs of pregnant junior and senior high school girls.

Philosophy

The School-Age Mother Program provides an alternative educational program whose main purpose is to meet as many of the special needs of the school-age mothers as resources permit. Its ultimate purpose is to improve the physical, emotional, and intellectual well-being of both mother and infant so that they may be contributing members of their communities and society.

Goals

The primary goal of the School-Age Mother Program is to provide interim education to each student so that she may eventually graduate from high school. Single parents are encouraged to develop skills and seek schooling and/or training that will enable them to provide positive modeling for their children and a positive attitude toward education.

Other related goals are to:

1. Provide special classes throughout the District which offer a nurturing and educational environment for pregnant minors.

2. Offer classes required for graduation as well as classes in birth preparation and parenting.

3. Make available counseling and information on health and nutrition.

Objectives

1. To provide information on pre- and postnatal well-being for mother and child; to identify social, emotional, and nutritional problems unique to the teenage parent.

2. To improve responsible decision-making processes, enhance student self-concept, and increase self-awareness and recognition of parenting responsibilities.

3. To increase student awareness of available community resources for young mothers during and after pregnancy.

4. To increase student awareness of career possibilities and training opportunities, encourage participation in job training, and teach interview skills and appropriate on-the-job behavior.

5. To provide academic counseling, program planning, and help in transition back to regular school; to provide proficiency test information and classroom assistance.

Target Population

Students accepted for enrollment in the School-Age Mother Program are pregnant junior and senior high school girls.

Specific Eligibility Requirements

Any pregnant student who is interested may be referred to the nearest program site at any time during the school year. She will need a doctor's statement verifying pregnancy, a Pupil Accounting Report, and a Clearance Card.

TRI-C PROGRAM (COMMUNITY CENTERED CLASSROOMS)

Program Description

The Tri-C Program (Community Centered Classrooms) provides an educational and rehabilitative program for students not eligible for the regular school program, particularly those students involved in the expulsion process. Tri-C classrooms use a low student-teacher ratio, intensive counseling and support services, and extensive utilization of community resources to assist students in improving self-image, basic skills, and interpersonal relations.

Philosophy

Tri-C is designed to motivate, assist, and involve students who have been expelled from the Los Angeles Unified School District, those who are in the expulsion process, and those for whom there are no other feasible educational options.

This program makes an intensive effort to create an environment conducive to the emotional and educational growth of each student. Emphasis is placed on creating a program which will provide optimal improvement in each student. Flexibility, individual attention, development of self-awareness, and positive group cohesiveness give focus to the program.

Goals

The overall goal of Tri-C is to prepare students for successful reentry into alternative educational or employment settings.

Other related goals are to:

1. Offer an educational and rehabilitative program for students who are being considered for expulsion or who are on suspended enforcement.

2. Provide classrooms at on-campus sites throughout the School District.

3. Provide students with an environment conducive to their educational and personal success, though they may not have found success in other educational settings.

Objectives

Objectives for this program are varied to meet the diversified student population served. It is the District's purpose to prepare Tri-C clients:

1. To complete a reasonable amount of school work compatible with the student's ability.

2. To function successfully in an alternative school setting.

3. To interact in a socially acceptable manner with a variety of students and adults.

4. To develop a positive self-image.

5. To formulate realistic school and career goals.

6. To develop the ability to cope with their environment.

7. To develop plans and abilities for returning to the regular school program.

Target Population

Students accepted for enrollment in Tri-C are secondary school students who have been recommended for expulsion or who are under an expulsion order where the terms of expulsion have been suspended.

Specific Eligibility Requirements

Parent and student must be referred by the Office of Student Discipline Proceedings or Pupil Services and Attendance.

GUIDELINES

Core Program

Students need encouragement to develop aspiration and expectations.

A CORE program offers a "school-within-a-school" opportunity for students who would be unsuccessful in a traditional program.

It offers an option for students, who for a variety of reasons, may not be able to earn credit if programmed into a normal 5 or 6 period day. These reasons may include:

- Enrollment too late in the semester to be successful and earn credit.
- A personal situation which limits the time spent in school.
- The need to complete a course or courses not offered during a particular time or semester.
- The need to spend more than one period on a course to meet graduation requirements.
- Other individual needs as determined by the school staff.

Referral Procedures

Students will be referred through their grade counselors, PSA counselors, or deans. All referrals should be sent to the program coordinator who will meet with the student and parents, if possible, to explain the program.

Final permission for placement will come from the principal. Students will be reassigned to the traditional program based upon the approval of the coordinator and principal.

Implementation

Students may be assigned to the CORE periods 1 through 4 or any segment thereof.
They may be assigned to a period 5 or 6, or may be given a minimum 1 - 4 schedule.

The coordinator will act as the homeroom teacher for attendance procedures.

CORE PROGRAM

THE 75 POINT MULTI-FACETED LEARNING CONTRACT

EXPLANATION

The 75 point multi-faceted contract is a process for individualizing instruction. It enables an instructor to assess, reassess, and evaluate a student's abilities, interests, and needs and then precribe the appropriate learning materials.

The use of this contract is very important for educators since a program of individualizing instruction can encourage attendance and provide a viable option to the traditional 5 or 6 period day.

CORE students most often have been those students who have not been successful in the traditional high school program. One of the main reasons that these students are unsuccessful is that the comprehensive high school teacher usually plans one instructional program for all students in the class. All the students are usually issued the same class textbook and given the same assignments and tests. Usually the assignments and tests must be completed at the same time. This does not allow for individual differences among students. They become frustrated and often drop out of the class and even out of school.

In an attempt to indiviualize instruction for these students, in many cases a contract system is used. Before the 75 point multi-faceted contract, most students were given a predetermined contract that listed all the activities and assignments that every student had to complete to earn credit for the course. They could work at their own pace to complete these contracts, but all students completed the same work. In a further attempt to individualize, teachers often had 3 contracts for each course, one for "slow," one for "average," and one for "above average" learners. This attempt toward individualization had many drawbacks. One example was that the system assumed that all learners fit into distinct categories and that everybody in a particular category would learn the same way. Another drawback was lack of variety. Often students used one textbook and simply read chapters, answered questions, and took tests in order to complete the course. The only difference between this system and the comprehensive high school was that students worked at their own pace. Still another drawback was the difficulty in adding new materials or ideas to the contract. Rarely was there the opportunity to incorporate into the course, learning experiences from outside the classroom. The contract was predetermined, pretyped, and prepackaged.

Teachers, therefore, had a tendency to use the same contract year after year. Students had to fit into the contracts, rather that the contracts being designed for individual student needs.

The 75 point multi-facetd learning contract evolved through an attempt to improve this system and to better meet the educational needs of the individual student.

The contract is actually a handbook of asignments and activities for teachers to use to teach a particular course. Each course is divided into its major skills or concepts outlined in the Guidelines of Instruction. For example, math is divided into the skills of addition of whole numbers, subtraction of whole numbers, etc.; and United States History is divided into the concepts of Colonial America, the American Revolution, etc. Instrutional materials at various levels of difficulty, including books, games, puzzles, visits, etc., are then organized under topics. Each page of this handbook or contract is a specific assignment that can be used by a student, under the direction of a teacher, or in some cases, alone. Each of these pages of activities includes not only the assignment but also the topic the assignment fits into, the representatives learning objective that the assigment meets, and the approximate number of points that the assignment is worth. These elements will be discussed later in further detail.

The main advantage of using the 75 point multi-faceted learning contract system is that it gives the teacher the ultimate in flexibility. Since each course is divided into its particular skills or concepts, the teacher is not limited to using any one book or series of books and teacher-made activities for each skill or concept. There are many more than 75 points worth of activities in each contract, including many assignments for each concept or skill. The teacher can decide which method of learning the assingment is best for each situation. Because of the loose-leaf design of the contract, the teacher can easily remove those assignments which come from materials not available or not liked. The loose-leaf design also allows the teacher the ability to add to the contract newly published materials as they become available, assignments which the teacher has used successfully in the classroom, or special activity as they are appropriate. Using the old predetermined contract, the teacher was unable to easily make these kinds of changes. If a teacher received or bought a new textbook, a new contract would have to be retyped and reproduced. The result often was that the new book would remain unused until the teacher found the time to redo the contract. Updating and improving contracts was formerly a very time-consuming task.

Another example of the flexibility of this contract is that enables a teacher to assess and reassess each student's abilities, interests, and needs. The teacher intially assesses a student as the class begins and then makes decisions as to which activities from the 75 point contract to give the student. The teacher can then alter the kinds of assignments administered as the students' abilities improve or their interest change.

The use of points is another example of the flexibility of this system. In order to complete a 5 credit semester course, a student must earn 75 points worth of assignments. A point is equal to approximately one hour of work for an "average" student working at a normal pace. Each activity is given an approximate range of points. The same assignment may be worth a different number of points for different students. Different kinds of activities such as courtroom visits, reports on TV shows, and many other non-traditional projects can be easily incorporated into the course by simply assigning point values. In a traditional program these kinds of activities would be considered "extra credit," but with the 75 point multi-faceted contract, these activities become an integral part of the course.

Perhaps the major advantage of use of points is their motivational quality. Many students need short assignments and immediate positive reinforcement. The use of points help to facilitate this.

The point system also lets the students know exactly where they stand with respect to completing the course. The student and teacher are able to plan a timetable for finishing the course. The students know how many points a day or week they need to finish the course at a desired time. This forces students to be realistic in their academic planning and to learn how to create and accomplish short-term goals.

Finally, the use of points allows students transferring during a semester to a school using the point system to easily be given credit (points) for work in progress.

The 75 point multi-faceted learning system allows good ideas to be shared among teachers. A good activity can be written into the format of the contract, duplicated, and sent to all other teachers who would like to use the assignment. Every teacher can benefit from the creative ideas of others.

Teachers can spend less time preparing assignments and more time with students. The contract gives new teachers and teachers teaching outside of their areas of expertise a multitude of assignments with which to immediately start teaching a course.

ELEMENTS OF THE CONTRACT

The 75 point multi-faceted contracts consist of a number of common elements. These elements will be described below:

INTRODUCTION

The contract introduction gives the philosophy of the course, a course description, District information regarding the course, and any special features that went into the makeup of the contract.

TOPIC SHEET

A major aspect of the 75 point contract system is that it divides each course into a number of topics, and in some cases subtopics. Topics are the major concepts or skills to be covered in each course. Topics are numbered and subtopics are represented by a lower case letter.

REPRESENTATIVE OBJECTIVES

In the L.A.U.S.D. Guidelines for Instruction are listed the Representatives foir each course. These student learning objectives serve as the essential teaching objectives for the course. The Representative Objectives are numbered and each assignent sheet indicates which Representative that assignment covers. For easy reference a chart matches these specific objectives from the Representive Objectives.
(See Exhibit A) Teachers prepare specific objectives from the representative objectives.

RESOURCES

The resource section lists materials used in the contract. The publisher, reading level, format, and approximate cost area include for each of the resources. Each resource is assigned a capital letter. For easy reference this letter can be found on the upper-right hand corner of each assignment sheet. Each contract includes a chart which correlates the resources to the topics and a chart which correlates the resources to the Representative Objectives.
(See Exhibits B)

The resource section also includes a partial list and describes supplemental resources which can be used with the contract.

CHARTS

For quick reference by the teacher, each contract includes two charts. One correlates the Representative Objectives to the rsources and the other correlates the topics to the resources.

CONTRACT STATEMENT

Each contract includes a sample stateent of agreement between the teacher and the student. This statement details what the student needs to do in order to complete the course. The statement can also indicate general course requirements and specific task for individual students. In addition, it can be used to indicate what responsibilities teachers will have in the course. The contract statement sheet may also include a list of the topics with space provided for the teacher to list specific assignments completed under each topic.
(See Exhibit C)

POINT SHEET

The point sheet is one way of keeping track of the points a student has earned. The attached point sheet is just a sample of one accounting system.
(See Exhibit D)

Other point sheet are being used successfully, and teachers may amend or create new methods.

ASSIGNMENT SHEET

The main part of the 75 point multi-faceted contract consists of various assignment sheets. The assignment sheets explain specifically what the student needs to complete.

Each sheet includes the topic and subtopic, the course name, the letter and name of the resource (when applicable), the approximate range of points, the number of District representative objective, the student learning objective, and the activity. The page number is indicated on the upper-right hand corner.
(See Exhibit E)

AVAILABILITY LIST

The contracts now available from the Senior High Schools Options office are compiled on this list. The contracts have been completed over a four year period and some presently do not have all the above mentioned elements.
(See Exhibit F)

USING THE CONTRACT

There are various steps that need to be followed to best implement the 75 point contract.

Step 1: The 75 point contract for each course comes to the teacher packaged in a large envelope. Upon receiving the package, the teacher should read the introductory pages.

Step 2: The resource section should be checked to determine which materials are available and which need to be ordered.

Step 3: Since the contracts are usually large, it is helpful to remove any sheets that will not be used. Then the contract can be put in a 3-ring binder. Once the teacher has become familiar with the activities from specific texts, it is a good idea to read over and become familiar with the non-book activities.

Step 4: This step is an on-going one. As time permits, add to the contract assignment sheets for materials and activities that were not included in the printed package.
(See Exhibit G: On the the Spot Assignment Sheet)
These sheets can be used to write out assignments as they are created.

Step 5: Perhaps the best way to manage the contract system it to duplicate the most used pages and keep them in a file drawer. The teacher keeps the master copy. When the teacher decides upon an activity to give a student, the teacher shows the student the assignment and then refers the student by page number to the file drawer where the copies are located. The student then goes to the file cabinet and gets the appropariate assignment, completes the activity, and turns in the assignment sheet with the completed activity. If reproducing pages is not possible, another means of implementing the system would be to have 3 or 4 copies of the contract in notebooks in a separate area. The teacher can then have a master notebook and give the student the page number of the assignment that is to be done. The student goes to the notebook and either copies the assignment or takes the notebook to the desk while the activity is completed. Since there are puzzles and various other activities that are consumable and need

to be reproduced, it is highly desiable to have copying facilitis available.

Step 6: The final step is the process of using the contract with the student is to make up a folder for each student. The folder includes a Contract Statement with the Topics and Point Sheet. The contract statement sheet lists the topics with space provided to write page numbers for activities. The teacher assesses the student's needs and assigns appropriate activities. It is a handy guide to insure that all topics are being covered. The points earned and the representative objectives (R.O.) covered. The teacher can indicate these objectives and points as the student completes an activity.

CONCLUSION

The 75 point multi-faceted contract is a system that can truly help teachers to individualize instruction and meet the needs of students with different ability levels. Because of the contract's unique characteristics, it is extremely helpful to see the system in operation. The contract is being used by many bright and innovative people who have found various ways to implement the system in their classrooms. A visit to one of these classroom would be very beneficial to anyone beginning to use the system.

CORE

REFERRAL PROCEDURE

Target Population

The typical clients of the CORE program are irregular attenders, students achieving below capability, students who move into the School District other than at the beginning of the semester, students who have demonstrated poor adjustment to the regular school program, and other students who for one reason or another are not sccessful in the regular program.

Procedure

1. All students should be enrolled in regular classes. Counselors are not to enroll students in CORE.

2. A "referral to core" form (see attached) should be submitted for any student who fits the description for for the target population and who the counselor feels would be best served in CORE.

3. The CORE coordinator will interview students who have been referred.

4. The CORE coordinator will notify counselors of students' acceptance or non-acceptance and will indicate this on the referral form.

5. Upon acceptance, counselor will immediately submit a Change of Program form.

6. Upon completion of the Change of Program form, student will begin in the CORE.

Summary

Students will only be accepted in core based on the above procedures. No students can be placed in the program other than by interview and acceptance by the coordinator.

(THIS PAGE COMPLIMENTS OF JORDAN HIGH SCHOOL)

REFERRAL TO CORE

COMPLETE ALL SECTIONS

ME		GRADE	HOMEROOM	DATE
LAST NAME (TYPE OR PRINT) FIRST	CITY	HOME PHONE		
ADDRESS	ZIP	WORK PHONE	BIRTHDATE	AGE

PARENT OR GUARDIAN

REASON FOR REFERRAL: (check)
1. ( ) Parent or student request
2. ( ) Poor attendance
3. ( ) Late enrollment
4. ( ) Employment
5. ( ) Truancy
6. ( ) Behavior problems
7. ( ) Lack of achievement
8. ( ) Other (Specify)

REFERRED BY: (COUNSELOR) _____

To be completed by CORE Coordinator:

_____ Student accepted

_____ Student should not be enrolled in CORE because _____

Student will be enrolled in:

CURRENT PROGRAM

Course Period	Rm. #	Mark in Subject
1		
2		
3		
4		
5		
6		

PERFORMANCE TESTS

	Taken	Passed
SHARP		
TOPICS		
WRITE, SR.		

TOTAL CREDITS:

MAJOR:

Signature of CORE Coordinator _____

Distribution

_____ Original: Kept by CORE Coordinator
_____ Pink Copy: To Counselor

(THIS PAGE COMPLIMENTS OF JORDAN HIGH SCHOOL)

EXHIBIT A

ENGLISH 10AB

Representative Objectives

1. Expand, transform, or combine basic sentence patterns to clarify or emphasize ideas.

2. Respond to prewriting stimuli and compose descriptive paragraphs employing metaphor, interpretation of experiences, business letters, paragraphs to persuade and to support opinions, brief expository essays, and other modes appropriate to the four domains.

3. Use effective transitional devices in written composition.

4. Summarize longer reports and discussions.

5. Employ conventional practice in punctuation of appositives and parenthetical expressions.

6. Find answers to questions that require use of several standard library reference works.

7. Participate in class and group discussion, supporting statements with relative quotations or citations, and participate in other appropriate oral language situations.

8. Identify propaganda techniques as used in various media.

9. Explain connotations as well as denotations of words in selected reading material.

10. Comprehend relatively complex and mature reading materials, both fiction and nonfiction.

11. Organize and deliver a planned talk before peers.

12. Proofread, edit, and evaluate his or her compositions according to established criteria of standard written English.

EXHIBIT B

ENGLISH 10AB

Resources

A. Getting Into Literature: Tales From Shakespeare. Educational Insights. 1977.

Order from: Educational Insights
150 West Carob
Compton, CA 90220 (213) 637-2131
Price: $17.95

"Getting Into Literature presents stories in an unusually readable, lively and appealing format. The cartoon format helps the reader to read with pleasure and comprehension, great stories from the world of literature."

Boxed kit contains 12 Shakespeare plays, spiritmasters and teacher's guide with answers and sample responses for essay-type questions.

Excellent series for low readers.

B. Getting Into Literature: Short Stories from Around the World. Educational Insights. 1979.

(See description for "A" for ordering information) Price: $45.00

Boxed kit contains 36 short stories from around the world in cartoon format. Spiritmasters and teacher's guide with answers and sample responses for essay-type questions.

C. Scope English Program. Reading Anthology Level One. Scholastic Book Services. 1979.

Order from: Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632 (800) 631-1586

Price: Text - $4.75
Teacher's Guide - $3.50
Spiritmasters - $2.95

A low level (4th grade and below) reading anthology. Covers all areas of literature. Part of a three level program. Includes paperback text, teaching guide with answers and additional writing assignments, and spiritmaster tests.

D. Scope English Program. Reading Anthology Level Two. Scholastic Book Services. 1979.

(See description for "C" for ordering information)

Same concept as "C" - additional selections and themes.

E. Scope English Program. Reading Anthology Level Three. Scholastic Book Services. 1979.

(See description for "C" for ordering information)

Same concept as "C" - additional selections and themes.

EXHIBIT C

ENGLISH 10AB

(Engl 10AB)

I agree that in order to complete English 10AB and receive 10 credits, I must earn 150 points (1 point equals about 1 hour of work) from the topics listed below.

Signed_____

Date_____

*Special Requirements:_____

_____

_____

TOPICS

1. PERFORMANCE SKILLS
   a. SHAPP_____
   _____
   b. Write: Sr. High_____
   _____
2. MASS MEDIA
   a. Advertising_____
   _____
   b. Films/Radio/TV_____
   _____
   c. Newspapers/Magazines_____
   _____
3. SHORT STORIES_____
   _____
4. DRAMA_____
   _____
5. POETRY_____
   _____

English 10A3 EXHIBIT D

Name Course

R.O.		R.O.	
1		38	
2		39	
3		40	
4		41	
5		42	
6		43	
7		44	
8		45	
9		46	
10		47	
11		48	
12		49	
13		50	
14		51	
15		52	
16		53	
17		54	
18		55	
19		56	
20		57	
21		58	
22		59	
23		60	
24		61	
25		62	
26		63	
27		64	
28		65	
29		66	
30		67	
31		68	
32		69	
33		70	
34		71	
35		72	
36		73	
37			

EXHIBIT E

1a-1

1 - PERFORMANCE SKILLS 0

a. SHARP

Engl 10AB 0-10

For these activities you will need a copy of California Survival.

After you complete these activities you will understand various survival skills.

Before you begin, check with your teacher to determine which activities you should complete.

Activities:

_____ Section 1. A Place to Rent

- _____ Assignment 1 - Temporary Living, pp. 6-8
- _____ Assignment 2 - Permanent Living, pp. 9-12
- _____ Assignment 3 - Landlord and Tenant Responsibilities, pp. 13-14
- _____ Assignment 4 - The Lease, pp. 15-17

_____ Section 2. A Want-Ad Glossary

- _____ Assignment 1 - A Place to Rent, pp. 18-22
- _____ Assignments 2 and 3 - Finding a Job, pp. 22-24
- _____ Assignments 4 and 5 - Miscellaneous Household Goods, pp. 25-27

_____ Section 3 - Assignment 1: Tips on Filling Out Forms, pp. 28-29

_____ Section 4 - Assignment 1: Application for a Social Security Number, pp. 30-31

_____ Section 5. Where To Find a Job, p. 32

_____ Section 6 - Assignments 1, 2: Job Application Forms, pp. 33-40

_____ Section 7 - Assignment 1: Employee's Withholding Allowance Certificate pp. 41-42

_____ PROGRESS REVIEW, pp. 43-44

_____ Section 8 - Assignments 1, 2, 3: Working Hours and Pay, pp. 45-48

_____ Section 9 - Assignments 1, 2: Wage Deductions, pp. 49-51

_____ Section 10 - Assignment 1: Work Permits, pp. 52-54

_____ Section 11 - Assignment 1: Your Birth Certificate, pp. 55-56

_____ Section 12 - Assignments 1, 2: Registering to Vote, pp. 57-61

_____ Section 13 - Assignment 1: Your Telephone Book, pp. 62-64

_____ PROGRESS REVIEW, pp. 65-66

EXHIBIT F

AVAILABILITY OF 75-POINT MULTI-FACETED PACKAGES

AMERICAN INTERCULTURAL HERITAGE
AMERICAN LITERATURE/COMPOSITION
APPLICATIONS OF MATHEMATICS B
BASIC MATHEMATICS AB
BASIC READING SENIOR HIGH AB
CALIFORNIA HISTORY
CLERICAL PROGRAM AB
*COMPUTERS, INTRODUCTION TO
CONSUMER EDUCATION
CONTEMPORARY COMPOSITION
DESIGN CRAFT SENIOR HIGH AB
DRIVER EDUCATION
ENGLISH 10AB
GOVERNMENT, UNITED STATES
HEALTH SENIOR HIGH
HISTORY, UNITED STATES
HORTICULTURE AB
LAW AND YOUTH
LIFE SCIENCE
MARRIAGE & FAMILY STUDIES/GUIDANCE
MODERN SCIENCE
PARENTING/CHILD DEVELOPMENT
PHYSICAL EDUCATION
PHYSICAL SAFETY ACTIVITIES
*PSYCHOLOGY, INTRODUCTION TO
SHARP
TYPEWRITING SKILLS AB
WORK EXPERIENCE EDUCATION
WRITING SKILLS SENIOR HIGH

*Soon Available

JUNIOR HIGH 75-POINT CONTRACTS

ENGLISH, JR. HIGH
MATHEMATICS JR. HIGH
SOCIAL STUDIES JR. HIGH
TEEN LIVING/GUIDANCE

For ordering information, please contact:

Senior High Schools Options Resource Lab
6501 Balboa Boulevard
Van Nuys, California 91406-5594

Telephone: (818) 344-6985

November 28, 1984

EXHIBIT G

Points

Resource:

R. O. #

Activity:

CONCURRENT OPTIONS

1985-86

PHILOSOPHY

Change is difficult for all of us, but the time has arrived when we must make maximum use of the school site in order to meet the needs of the consumers -- our students. We at Belmont look forward to the challenge of creating curricular offerings that meet the educational needs of our community. We believe that the courses described within this brochure are a concrete step in that direction. We look forward to working closely with the Adult Division toward achieving pragmatic educational excellence.

John Howard, Principal
Belmont High School

The basic philosophy of adult education is that LEARNING NEVER ENDS. Whether a student is fourteen or ninety, we try to develop specific programs which meet the needs of target populations. The recent cooperative efforts between the day and adult schools are a result of implementing this philosophy. As needs/goals are identified, adult education is one additional educational option for the students of Belmont High School.

Dale McIntire, Principal
Belmont Adult School

Partners in educational excellence best describes the working relationship between Belmont High School and Abram Friedman Occupational Center. The Belmont/AFOC Vocational Option allows a student to pursue an academic curriculum and at the same time receive intensive vocational training. The end result is a student who possesses both a high school diploma and a saleable skill. The program was founded on a bedrock of a sound student needs assessment survey and individual counseling, leading to the development of meaningful educational options. The success of the initial project reaffirms our commitment to a quality educational program for every student in the District.

Lanny Nelms, Principal
Abram Friedman
Occupational Center

Special thanks to Debbie Ernst, Joe Failla, Jim Kodani, Rose Rao, Linda Ritchie-Daza, Neal Stotts, Stephanie Templeton, and George Tucker.

Belmont High School	250-0244
Belmont Adult School	250-9133
Abram Friedman Occupational Center	742-7657

Concurrent Options
Extended Day Program
(ESL Only)

The Extended Day Program is a Concurrent Education Plan program and is run cooperatively by Belmont High School and Belmont Adult School. ESL 1AB and ESL 2AB are the courses available to all interested ESL students. The classes are taught in six-week sessions by Belmont High School teachers four days a week, Monday through Thursday from 3:30 PM to 4:30 PM at Belmont High School. Students must obtain parent permission to enroll. Two-and-a-half elective credits are offered for this program.

Extended Day/Evening Classes

In addition to the Extended Day Program designed specifically for high school ESL students, there are two adult school programs entitled Extended Day, one from 3:30 PM to 6:00 PM and the other from 6:00 PM until 9:30 PM. These programs are designed for adults because of the time frame (late afternoon and evening), but are open to concurrent enrollment. Course offerings from 3:30 PM to 6:00 PM include ESL 1-6, Reading, SHARP/WRITE Review, all academic subjects required for graduation, typing, all levels of ESL, Reading Center, and Math Center.

58-337 0 - 86 - 5

ESL Intersession

The Belmont Adult School/High School ESL Intersession Program is part of the Concurrent Education Plan. The program which consists of ESL 1AB, ESL 2AB, ESL 3AB, and ESL 4/SHARP/WRITE is taught by adult program teachers and is offered at Mid-City Educational Center, 1510 Cambria Street (a Belmont Adult School Branch) for six-week sessions, four days a week, Monday through Thursday from 1:00 PM to 3:30 PM. Students may earn five credits. The program is open year-round to off-track ESL students. Students must obtain parent permission to attend.

Reading Center

The Reading Center located in Room 113 at Belmont High School is a joint venture of Belmont Adult School and Belmont High School's Double Dose Program. The center is equipped with eight Apple IIc computers and a wealth of reading materials. Double Dose students reading below the seventh-grade level spend six weeks (two hours a day) of their ninth-grade year in the center with the Reading Center teacher, their regular English teacher and a teaching assistant. Belmont Adult School shares the room with Belmont High School during the day, 9:00 AM to 4:00 PM, and uses the entire facility at night (4:00 PM to 9:00 PM), operating a specially-funded program for drop-outs (ages 14 through 24).

Vocational Education
Abram Friedman
Occupational Center (AFOC)
1646 S. Olive St., Los Angeles

Vocational training while earning a high school diploma is open to eleventh- and twelfth-grade English proficient students periods one through three or periods four through six at AFOC. Transportation and meals are provided. On-track students may earn up to 20 credits per semester in vocational education. Up to 15 credits can be earned by attending AFOC full time during off-track time. Classes offered include auto body repair, brickmasonry, and welding.

ROC/ROP

Regional Occupational Centers/Programs are programs designed to train high school students for entry-level part- or full-time employment. These programs are open to eleventh- and twelfth-grade students; however, some classes have prerequisites. Classes are offered after school or on Saturday at various Los Angeles locations. Class hours vary. Students must provide their own transportacion. Classes offered include bank telling, nursing, and data processing. Every thirty hours of attendance with a passing mark will equal 2½ credits.

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: A. Richardson

Date 11-21-85

FROM: Dale McIntire, Principal
Belmont CAS

SUBJECT: Educational Clinic

BACKGROUND	The Belmont CAS Educational Clinic is one of two such projects in the state of California at the present time. It has been funded by the State Education and Coordination Grants.
TARGET POPULATION	The new target population will be students from 13-19 years of age who have been out of school at least, 45 days and have not requested transcripts.
PROGRAM EMPHASIS	With the cooperative effort of the day school the Educational Clinic is housed on campus at Belmont High School. A classroom is divided between the regular H.S. students and students in the adult program. The major component of the clinic is counseling... which is designed to provide accurate diagnosis of the student's academic achievements/needs. An Individual Educational Plan is designed by the counselor and the student which includes short and long term goals. The options suggested to a program participant could include improving basic skills, pre-vocational courses followed by training at a regional occupational center, or enrollment in the High School Diploma Plus Program. The Clinic is open from 9:00 a.m. - 4:00 p.m. Monday-Friday. This enables the students to have a schedule that is most appropriate for him/her.
SYNOPSIS	It is believed that the Educational Clinic concept provides the school district the opportunity to recover dropouts and increase their motivation by offering flexible scheduling and providing personal counseling.

EDUCATIONAL CLINIC

PROGRAM DESCRIPTION:

The Educational Clinic will provide the above mentioned instructional services to 200 JTPA eligible youth participants. 100 participants will be in-school high risk youth currently attending Belmont High School. An additional 100 participants will be high school drop-outs in need of both academic skill remediation and job training.

Because the Educational Clinic project is located at Belmo..c Adult School (BAS) all program activities will be conducted at BAS. These activities include:

- -outreach recruitment
- -participant identification
- -eligibility certification
- -enrollment
- -intake assessments
- -instructional program
- -assignments to competency-based programs
- -job placement
- -reporting requirements and related documentation

Responsibility for completion of all program objectives is under the direction of the site Principal and implemented by the Project Coordinator.

Vocational training will be conducted at the Metro Skills Center, or other designated occupational training facility as assigned by the project Coordinator.

PROGRAM OBJECTIVES:

The objectives of the project are described in detail in the attached Work Plan. The following highlights key points.

1) Identify 1000 actual or potential high school drop-outs and inform them as to the opportunities the Educational Clinic provides.

2) Develop marketing materials describing Educational Clinic Program resources and capabilities and develop procedures for dissemination.

3) Certify 200 participants as JTPA eligible. Maintain appropriate documentation. Eligibility documentation must be maintain for a period of seven years.

4) Enroll 200 JTPA participants

   - -100 assigned to Vocational Training Program
   - -30 participants will return to fulltime school
   - -40 participants will be placed in fulltime to unsubsidized employment
   - -70 to complete training and receive certificates

5) Conduct needs assessment tests. Develop individualized learning programs for each participant.

6) Provide training in pre-employment and work maturity as part of the Educational Clinic Program.

7) Document attainment of competency in all training areas.

8) Conduct on-going evaluation procedure throughout the period of project length.

REPORTING REQUIREMENTS:

The Project Coordinator is responsible for JTPA certification of participants. It is necessary to attend a one day training session at the City SDA to learn the certification process and obtain reporting documents. Make sure you get a "certification number" at the one day training session. In the event there are any irregularities with eligibility certification, this number will link the reporting forms back to the initiating agency. The City monitoring group, Management Information Services (MIS), conducts quarterly surveys of all reporting done within the SDA.

Each quarter MIS issues a letter listing names of participants enrolled in your project. They will indicate missing information or related documentation. If eligibility, services, or placements cannot be verified, costs will be disallowed and the District will have to pay back funds. This is the MIS method of checking on agencies to assure that they are maintaining appropriate records. Once a project has been started, the agency will be subject to this type of monitoring for a period of seven years. Consequently, accurate documentation must be maintained, filed and stored.

In addition, enrollment reports, participant characteristic reports, and termination reports should be maintained on a monthly basis. It is the Coordinator's responsibility to design methods and forms which will record this information.

The State requires documentation of all in-kind matching funds. If this match is reflected as employee time, then a form must be designed which will summarizes monthly, the amount of staff time spent on various activities.

Two registers should be kept in the classroom. One will show JTPA students, the other shows District students. The ADA earnings for JTPA students is usually counted as in-kind match. This should be reported monthly to the project account analyst in the Specially Funded Accounting Division. Contact the Director of Specially Funded Accounting and find out who your analyst is, so that you can report this information.

EVALUATION:

Work with Evaluation and Training Institute (see contract attached).

FOCUS ON YOUTH: A DROPOUT PREVENTION PILOT PROGRAM

A recent study of the graduation and attrition rates for Los Angeles students found an attrition rate of 42%. Aware of the serious social and economic implications for students and the larger community of such a high attrition rate, the Board of Education and Superintendent of the Los Angeles Unified School District identified dropout prevention as one of their top priorities.

Focus On Youth (FOCUS) is a private/public sector partnership program to coordinate resources, services and planned activities in support of the LAUSD's efforts to address the dropout problem. The schools, human service organizations, governmental agencies, post secondary institutions and the business community have joined together to implement a two-year pilot program to test how available community services can best be focused on students at great risk of dropping out.

Objectives

- To establish and operate pilot dropout programs in two school clusters (Elementary, Junior and Senior High Schools). Coordinate delivery and access to health and human services for 300 students. Provide access to employment training programs and job opportunities for 100 High School students.
- To establish a city-wide Leadership Advisory Council to facilitate communication, information exchange and resource-sharing among a critical group of private sector, school and community leaders.
- To create a clearinghouse of program information and available social and human service resources to actively support the pilot dropout program.

Program Goals

- Reduce the dropout rate in participating schools
- Increase student attendance
- Help to improve student self-esteem, self-confidence
- Help to improve student academic performance

Program Strategies

FOCUS is founded on the belief that caring and responding to students' needs on an individual basis is critical to their successful participation in school. Recognizing that the "dropout problem" is a complex set of personal, social economic and academic problems which might best be solved using a number of resources available in the community, FOCUS strives to coordinate a program which provides a broad base of support to "at risk" students.

A Leadership Advisory Committee with members from business, goverament, non-profit agencies, post-secondary institutions and the media has organized to provide direction and support for FOCUS activities. FOCUS will develop incentive programs for students to stay in school, including job training, apprenticeship programs and part time jobs, increase student and community awareness of the special challenges facing dropouts and provide information and resource materials for schools and human service organizations.

Funded through corporate grants and in kind donations, FOCUS is a not-profit, two-year pilot program.

9/5/85

FOCUS PROGRAM PROTOTYPE

I. Orientation Program

FOCUS will provide an orientation seminar for participating agency and school personnel to discuss the specifics of service delivery in schools. This seminar will explore how to develop and maintain effective relationships among school staff and agency personnel. El Nido Services, ARCO, USC School of Education and the Southern California Gas Company will develop the orientation program.

II. The FOCUS Room

A. How It Works

A FOCUS room will be set up by the school on campus. This room will be the central point of contact for teachers, students and service providers. It will be open daily and will be available for walk-in student participation and for referred or assigned students. Agency staff will be regularly scheduled in the FOCUS room. The activities will be coordinated by an on-site coordinator provided by FOCUS.

B. Student Access To The FOCUS Room

1. The FOCUS Room will be available to all students during the day for voluntary participation.

2. Counselors and administrators may designate a group of students needing special assistance. This group would be scheduled in the FOCUS room as part of a regularly scheduled program.

3. FOCUS will provide orientation tours for classes to promote general interest in available services.

C. FOCUS Room Staffing

1. FOCUS will provide an on-site coordinator to be responsible for overseeing use of the FOCUS room. The coordinator will also be responsible for helping students with agency referrals and will provide information on available services.

2. Agency staff will be available on a regularly scheduled basis in the FOCUS room for provision of services to students.

III. Parent Orientation

FOCUS will work with the PTA and other parent groups to arrange parent orientation tours of the FOCUS room. Parents of those students identified by teachers and counselors as needing special attention will be specifically invited to attend.

FOCUS ON YOUTH (FOCUS)
Q & A FACT SHEET

Q: What is Focus On Youth?

A: Focus On Youth (FOCUS) is a private/public sector partnership program to coordinate resources, services and planned activities in support of the LAUSD's efforts to address the dropout problem.

Q: What Is Its Purpose?

A: The purpose of Focus On Youth is to help reduce the dropout rate in participating schools by coordinating a number of community resources and facilitating the delivery of employment health, and human services to young people who are "at risk" of leaving school before graduation.

Q: What Will FOCUS do for Students?

A: The overall goals of FOCUS are to help improve student school achievement and self-esteem by providing incentives to stay in school and services to assist students with personal/family problems. Specifically, FOCUS will supplement current in-school programs/services with other needed resources such as job training, counseling and placement; tutoring; health care; child care; after-school youth programs; and the like.

Q: What Will FOCUS do for the Schools?

A: FOCUS will identify service providers which school staff can use to supplement on-going programs and link these agencies to the schools/students on a group or an individual basis. FOCUS will seek financial support and in-kind contributions as needed for the school dropout efforts. FOCUS will operate a clearinghouse of information on human service resources available to schools.

Q: Who Will Coordinate FOCUS in Schools?

A: FOCUS staff will be responsible for organizing and implementing all project activities. School administrators and teachers will work with FOCUS to plan appropriate programs and identify critical services needed by students.

Q: How Will This Project Work?

A: FOCUS will work with school administrators to plan the dropout program. School staff will identify a target population of up to 150 students. FOCUS will develop a work plan based upon input from school staff and seek approval of administration for specific projects, services and implementation schedules.

Q: What Will Schools Provide?

A: Schools will set criteria for student selection, enumerate student needs, determine workable incentives for students, cooperatively identify and select program components with FOCUS staff and recommend feeder schools.

Q: How Will Students Be Selected and How Many Will Be Involved?

A: The schools will identify students to be assisted by FOCUS but the project will be designed to solicit their participation voluntarily. A maximum of 150 students will participate in each school in the first year.

Q: What Can FOCUS Do that Has Not Already Been Accomplished By Service Agencies?

A: FOCUS can assist schools in linking "at risk" students with existing community services and remove the barriers that keep young people from seeking help they may need (e.g. transportation, cost of service, language barriers, lack of trust, lack of information about what is available for them, etc.)

Q: Can Agencies Listed on the Resource Matrix Help Our Students?

A: Agencies listed on the Matrix are ready and willing to be of service. They were identified before schools were selected, so other agencies in proximity to the schools need to be recruited as well.

Q: What's the Next Step? And the Step after That?

A: The next step is to appoint a school staff person as a liaison with FOCUS. Then, the Principal and selected school staff should meet with FOCUS staff to begin the development of a dropout program for the school.

Chairman HAWKINS. If you would care to present it.

Ms. RICHARDSON. If you would like to ask them questions at this point about the student advocacy program, and then go to the Bell——

Chairman HAWKINS. Could you have one of them really explain it to us perhaps?

Ms. RICHARDSON. OK. Their administrator, Ms. Peggy Bethune—Peggy Selma—she is here in the audience—this is their principal—and she has served the students—everybody—and that's the exciting part, every staff person from the plant manager to the principal—everybody has students that serve as advocates for on the school site. So, if you have questions——

Chairman HAWKINS. Well, maybe we could have some of them tell us what benefits they have received, we would be very glad to hear from them. Just give us your name and why you're here. We're all—all of us were students at one time, more or less.

Ms. BOX. OK, my name is Kimberly Box and I am in the 9th grade. This advocacy program—you know like, man, see, I used to be in trouble every day.

Chairman HAWKINS. You, in trouble? I don't believe it.

Ms. BOX. This lady, she adopted me out of a lot of people. She helped me with most of my problems at school and at home, and it really—you know—helped me a lot because this year I'm a very intelligent young maiden.

Chairman HAWKINS. How old are you?

Ms. BOX. Fourteen.

Chairman HAWKINS. I see, OK.

Ms. BASSINGER. My name is Vanessa Bassinger——

Chairman HAWKINS. Well, speak into the microphone, will you please, dear. Ms. Bassinger. My name is Vanessa Bassinger. I am 15, and I am a ninth grader at Bethune Junior High. I have been adopted by my math teacher which helps me with my homework, she checks it, makes sure it's correct, then I turn it into the teacher, she has me bring it back so she can correct it and go over, and she takes an average of my grade.

Chairman HAWKINS. You're doing all right?

Ms. BASSINGER. Uh-huh.

Chairman HAWKINS. Good.

Ms. RICHARDSON. I was really excited about this program because some of the staff at the school traditionally don't get involved this closely with individual students. Peggy, would you like to comment on——

Chairman HAWKINS. Would you identify yourself for the record and give your position?

Ms. SELMA. My name is Peggy Selma. I am principal at Benevolent Bethune Junior High. This was an attempt to simply formalize what was in existence. Many of our teachers really took an interest in the students, other than just teaching them in the instructional program. So those teachers had very little difficulty in the classroom; they sent no students to the referral room; they handled their own discipline problems.

So we thought if we would formalize it, this might reduce the problems we had on campus; the teachers would then enjoy coming to school and working with the students that they know, and the

students would like to come to the school. We know students drop-out because they just don't like school. It is ironic that in the fifth grade, fourth grade they are interested, and then when they come to us in the seventh grade—that is when we see a decline in the number.

Out of almost 300 students—600 students coming in in 1981, only 325 graduated. So, this was almost 50 percent. With this program, we don't know what the results will be. We simply know that there are fewer fights on campus, students are now telling other students, "Oh this is my mom; this is my aunt; this is my dad," and they go to them with their personal problems and the teachers are checking to see that they do the homework.

A form letter goes home to the parents letting them know that we are in no way trying to replace the parent. We are simply serving as an additional support system for them.

Chairman HAWKINS. Ms. Richardson, do you have some other comment?

Ms. RICHARDSON. Well, I would just like to say that this is a different program, and there is no reason why this model can't be used at other school sites as a way—and it doesn't cost money, that's the other part—you know, it is a good program that doesn't cost money to implement.

The other program I would like to highlight is from Belmont High School. Belmont is one of the most severely overcrowded schools in Los Angeles Unified School District. It is in the downtown area, and your tabs D—all of the D tabs relate to this program.

At Belmont High School concurrent options, such as adult education, regional occupational center studies, are added at the regular high school. They are at the high school and there is a room there where they use all day scheduling, where students can be in concurrent enrollment in regular school as well as adult school. The concurrent options is the Green slip that you have in your packet—and this, basically, explains it to you. One of the things that happens with schools—in the school setting—is you have some kind of turf problem between adult ed, K-12 system, voc-ed, and all of the people who impact on students and could, working together, be a viable resource to a school at a school site.

Here in Los Angeles, for the first time this year, we are beginning to tear down those barriers that keep those turfs—you know, everybody has their turf—you do your thing, I'll do mine—what we're doing is trying to do is trying to bring about some dialog in the high school division between all of those different departments.

Belmont High School has done this somewhat in some of their options that are explained here. Maria Bagley is a student from Belmont High School, and she would like to share briefly her experiences at Belmont High School.

Ms. BAGLEY. My name is Maria Bagley. I am currently enrolled at Belmont's Adult Education Program. The program offers different options for students, depending on their need. I'm there to acquire my high school diploma. There are also other students in the vocational program where they are first learning their English—getting down their English skills—and then they later go into the diploma program.

What can I say about it. I dropped out of high school in—I would say 1982—and the reason being I needed to work. There was a point where I was working for 1 year and holding down two jobs, and trying to go to school—you know, getting about 4 hours sleep—and at that point—you know—it was one or the other and I needed to go to work full time.

Well, right now, where I'm working currently, you know, I'm in a position to where my schedule is flexible. Like, I've had the chance to go back to school and get my diploma. I've been in the program about 2 months and I'm almost finished. I'm working on my last five credits.

From there I plan to continue my education, go to college, because I've realized—you know—without my diploma I haven't been able to get—you know—the kind of jobs that I need to—well, you know any good job in other words—you know—to support myself. I realize through—you know—without the education and a lack of a diploma—you know—I'm not open to a lot of things in the job market that I need. In other words, I realize I need to continue my education; and the first step being going back and getting my diploma.

Chairman HAWKINS. Let's shift to some of the others and then we'll get back and ask questions. Next is Ms. Arnese Clemon, executive director for the Institute for Successful Living. Ms. Clemon.

STATEMENT OF MS. ARNESE CLEMON, EXECUTIVE DIRECTOR, INSTITUTE FOR SUCCESSFUL LIVING

Ms. CLEMON. First I would like to thank you for including us. We come from various backgrounds. Mine in particular coming from the South and a large family. And this is where I established my attitude and my stance about the importance of family in education. All of my education and training has been in Los Angeles as a teacher at Los Angeles Unified, and a counselor with Los Angeles Unified.

I was asked to find programs for youngsters who had dropped completely through everything that had been tried for them within LA-USD. These were youngsters who were coming back out of Los Angeles County probation camps, coming out of the California Youth Authority, and those who were just simply on the streets.

It was very hard to get the youngsters to even agree to come back. Once they did, they didn't find the welcome mat. So we decided that we'd better put out one.

So at the institute we have a welcome mat for everyone.

We specifically ask for those youngsters that LA-USD cannot find a program for. Initially we walked the streets of Jordan Downs and Nickerson Gardens. So we recruited from the streets. We got those youngsters to agree to come and commit themselves to a program of study that included study for completion of high school, going on to get some kind of job training, and ultimately of course of becoming productive citizens.

This is our 4th year on contract with Los Angeles Unified. The most gratifying part of this year is that the youngsters are younger and more challenging. But they have come in, and we didn't need to walk the streets this year to find these young people.

You see, we believe that learning is natural. Everybody wants to learn. The question is, "What do you want to learn? And what is your attitude about learning?" This, of course, begins in the family, long before youngsters come to school. As educators we forget that. We forget that this is the whole child and not the brain that we attempt to do something with; and you see those attempts are failing.

I would like to let you know that somehow we have an example of that today. I was informed that I could bring 15 students. These 15 students represent almost anything that you can imagine as background. We were very excited about getting into the van and coming to the hearing. Part of their civic assignment is, of course, Congressman Hawkins subcommittee hearing, and that will be part of their grade because they are going to do a report and so forth.

When we got here, though, only four could come in and——

Chairman HAWKINS. Why?

Ms. CLEMON. I really don't know. I don't know why, but what that did was——

Chairman HAWKINS. I would just like to know why.

Ms. CLEMON. I think it got to them when this auditorium was full——

Chairman HAWKINS. In this room?

Ms. CLEMON. I didn't ask an explanation.

Chairman HAWKINS. What became of the students?

Ms. CLEMON. Well, we're here. We kept them together, you see——

Chairman HAWKINS. Are they here now?

Ms. CLEMON. Yes; they are here now——

Chairman HAWKINS. OK.

Ms. CLEMON [continuing]. And we explained the protocol that only two students would answer your questions and respond to you. They are all very eager to see who you are, and talk to you; and I assured that sometime ago when I was involved in a lot of community activity we worked for some of the people who hold public office in Washington, and very happily so because they really represented us well. They were glad about that.

So they want to have some input. They are very eager students, busy young people who come—not because they are forced to, but because they want to. Not because they must, but because they feel welcome. How do you run away from some place that offers you love and guidance, and also an opportunity to be human? I'm afraid that large institutions cannot provide that. they are not designed to do that.

What attracted me was Jerome Miller's approach to treatment of juveniles in Massachusetts, when he decided that he was going to close down the large institutions that treated young people and promote the smaller ones. That is what we are, we are a small group of people who care about young people and teach them to care about themselves.

Chairman HAWKINS. Well, we're glad to have them, and I can't understand how anyone could have told them otherwise; because we are very delighted at their presence. We don't only invite them, but sometimes we go out to them—to talk to them. I'm sure the members of this committee are very appreciative of the fact, and, if

any barrier was put in their way you can believe it was not this committee.

Ms. CLEMON. We understand that, so they are here and very eager, and participate.

Chairman HAWKINS. You had two that you wanted to say something?

Ms. CLEMON. I have two students who have come through our program. Every single student is an individual.

Chairman HAWKINS. We have a couple of hands up——

Ms. CLEMON. We have people—I explained to them the protocol that——

Chairman HAWKINS. Well you go ahead and you handle it your way. I'm not going to get between you and these students.

Ms. CLMON. Again, as you see, we don't have a problem with getting young people to participate. We sometimes have a problem articulating it to the powers that be and the people that think that we should close the doors, shut them out, and let them fade away—hopefully. They don't, of course, and they come together like this and look for ways of dealing with them.

I think you have in your report a short bio on James Oliver, who was one of our students originally. Again, we form a family, and we are very proud of James. James went out—got his GED and went out and got job training and worked, but he really thought he wanted to stay a little closer to us, because we are in the community and not bound by some regulation. James is working with us now. He does have his GED and does have some job training in case he wants to leave us. But he has some aspirations, and I think I described that, and you probably have some samples of his writing skills.

Carol Sawyer, who is very shy, however, we are really proud of Carol. Carol was at age 17 a mother of two sons, and there simply was no place for her except the institute. We are very happy that she came to us, and we are proud of what she has done with her life.

There are a host of others who said, "Well, why did you pick those, and not pick us?" Well, I think what the person—they wanted someone who has successfully come through the program. These other young people represent those who are still enrolled in the program. They have a message to you, also. If they are unable to speak then—if protocol prohibits their speaking—we can write to our Congresspeople and let them know how we feel.

Chairman HAWKINS. Well, do you have one or two that would like to speak?

Ms. CLEMON. Michele, please.

Chairman HAWKINS. Well, why don't you use the microphone so the others can hear you.

Ms. RUSSELL. Hello, everybody, my name is Andrea Russell. I am currently enrolled in the Institute for Successful Living. I am trying to get my high school diploma—my GED rather—it's equivalent to a high school diploma. That's what Ms. Clemon explained to me. I'm an original student just like James, I was here before Carol, too, when she was somewhere else. But I had a lot of personal problems—I was forced to leave Ms. Clemon for a little while. I have a son now. He is 2 years old, and I have to spend some time

with him. I checked into a technical institute where they offered me a program to be a medical assistant. When I tried to go through the program, it was very confusing because I didn't finish high school. So, a lot other students that went there—they all were trying to be sharp and they said, "We're going to steal gold, and we're going to go to school every day." Now that I look back at them that they all are just like me. I think that the real reason they was going was because of the money.

And like all the teachers here, they say that a high school diploma is something important to have. And now I see that. And—like, I'm not dumb—I don't think that nobody's really dumb—they just have to have the right material to learn. So, I don't—what to say, because if I do, I'll be speaking for everybody and they won't have a chance to say nothing. So I'm just going to say what I have to about the program. Ms. Clemon offers something that a lot of schools don't offer—personal attention—you know—and like what my mother says—well, me myself, I never really liked a public school—it's too much to know and it's too many kids—when I really looked at myself, I'm a child, too. But I couldn't really get my point across—because if you was put in a bad classroom and all the students acted up, it would be hard for the teacher to find you and say, "Well, she's a good student." She always gives you the same grade and everything.

When I attended school I was pregnant—the kids gave the teacher a hard time, and the teacher—she would get mad at them, and I would come to her and she would always say, "Just go off home," and I would say, "Why is she doing that? I ain't did nothing to her." So I dropped out of school again.

And Ms. Clemon's school is the only school that I really found that is kids just like me—we all probably think we grown up sometime—but we're none of us really are, we just think we're grown. And we want to be somebody, but Ms. Clemon is helping us see that is the right way to go about it. And some of us probably had different accounts with juvenile people, and some us hardly been in jail. I was lucky, I never have been—because I was scared or wasn't too bold. But I know how to talk for myself, and I know how to represent myself before anybody.

And Ms. Clemon helped me out a lot, too. I never really told her, but I just stayed back and I listened. And like my sister back there—she is 16 years old—she's going to be a mother—and they tried to get her in a lot of juvenile—it ain't junk or nothing, but that is what she felt—that it wasn't really going to help her because they would be forcing her. And they still are telling her, "Well, you got to go to school every day, you got to do this, and you got to that, and if you don't go to school we're going to lock you up." When all they really was doing was scaring her. So I talked to her probation officer and I told them—I say, "Well, if you won't help my sister any, I'll stop going to the school where I'm going and I'll go to school with her," because I really needed to—I was just trying to go around—and they didn't think I would get over, but I have a high school diploma. Well, that's not going to work, because somewhere along they going to stop me and pull me by my shirt and say, "Hey, wait a minute, you don't have all the qualifications to get the job." So I'm back and she's back and Renae's

back, and La Tisha—that's La Tisha Harris—she's my best friend—and just brought her back today. So that's good.

Chairman HAWKINS. Would you come up and supplement what she said. Come up, dear, and give us your name.

Ms. HARRIS. I am La Tisha Harris and I went to Metropolitan College and I took the test and I told them that I'd got my diploma, but I didn't. After I had my baby I didn't go back to school, but I went to Ms. Clemon's school when I was pregnant. And I was working toward my diploma. But I had lied to the people, and I know one lie leads to another, and I told them I'd be back.

I took the test and I passed it, but these are older adults and I was young going there. But they got typewriters and new machines, IBM's, but it's a lot of ladies being employed—I read in a book—in a white collar job. And I do want to work in an office, but I'm working toward my diploma and then I'll go back to Metropolitan, and I'll pay them the money back that they gave me on my grant—but they gave me half of it—when I do get a job—but I don't want any bad credit and so I'm going to go back and pay them their money.

I have a son, he's 10 months, and I want to get a nice job so I can get him a back yard to play in, so that he can go to school and he can be something.

Ms. RUSSELL. And Ms. Clemon, like she said, what you are saying that they got a program now where the parent can bring the child and help the child instead of sending your children way across town to go to school. You'll be wondering, are they pinching my baby, or are they doing something wrong to my baby.

So, that's happening, you know we had that case this year about the molester and stuff. Well, Ms. Clemon got it now so you can bring your kid to school, and he ain't bad, because the school will say, "He's not bad, he's just curious, he's growing up." And he's running around and he want to do this and do that, and we got something to occupy his mind, too, we give him a pencil and paper. And—like this morning—it's wet out there—and he don't want to come—so he gonna run, he gonna jump in bed in cover hisself up because he wanted to go see Ms. Clemons.

Ms. HARRIS. I talked to him. I told him if he were ready he could have came. And I love him, too. So I would have brung him.

Ms. RUSSELL. So Ms. Clemon's program is working and I wish there could be a way that we can let her program be known farther than just in Watts where we live. Like when I went to Long Beach, I met some people out there that really need your help—Ms. Clemon's help—the kind of program where they can get the proper attention. Because it's hard to be sitting in the classroom full of 60 people and the teacher way back there—and she trying to tell you something—and all they do is just pass you out a little paper and you read three lines of directions—how can you learn to do some work when you ain't really getting it explained? And she can't get all the way around the classroom to help you out—am I right, or wrong, or right, so Ms. Clemon she [applause]——

Mr. DYMALLY. Just one quick question, Ms. Clemon. Are you on leave from Unified or are you——

Ms. CLEMON. No.

Mr. DYMALLY [continuing]. You just quit?

Ms. CLEMON. I did not quit. We decided to go to the community and make the community a classroom. So, what we——

Mr. DYMALLY. I meant the system.

Ms. CLEMON. I did leave the system.

Mr. DYMALLY. Yeah. That's what I meant.

Ms. CLEMON. The final speaker is James Oliver.

Mr. OLIVER. My name is James Oliver and I was a former student at the institute. I came here from Louisiana—I was a parole transfer and—you know—while I was locked up in jail, I knew there was three things—you know—I could do. And that was stay locked for the rest of my life. Or either somebody would kill me or either I could—you know—get my life together. So I came here and I found out about the school, I enrolled, I didn't go for about 2 months, but they was always calling me.

When I finally went—you know—I'd liked it there, the environment, the people that I was around—you know—it helped me a lot. It got me on the right track. And I'm going to try to stay there. And I think it's a real nice program.

Chairman HAWKINS. We are glad to have you as a witness today. So you are getting it together all right. Thank you. Ms. Clemon, thank you.

Just remain there until we hear from Brother Leon, director of Soledad Enrichment Action.

[The prepared statement of Arnese Clemon follows:]

PREPARED STATEMENT OF ARNESE CLEMON, THE INSTITUTE FOR SUCCESSFUL LIVING

First, let me thank you for the invitation to participate in your committee hearings. I have been an educator for more than twenty years. I am proud of my profession, but real disappointed that we have allowed too many of our children to slip through the cracks. I am not here to point fingers at anyone, because no one person is to blame. I believe we are all guilty of failing our children.

I grew up and began my education in Birmingham, Alabama, during the civil rights movement, when all around me was one united theme: "correct the system now, so that our children will have better opportunities." We still have many things to correct and I am happy to know that your committee is looking for ways to attack the problem educators face with "Illiteracy, Bi-lingual Education and Dropouts."

At the Institute for Successful Living, we work with young people, ages 15 to 24, who, "quite frankly," are labeled "losers" and left all alone, with no one wanting to accept them. We offer another approach . . . we say to our students, "Give us a chance to help you help yourself." We don't ask them to leave their problems at the door. We embrace them with love, understanding and our unconditional acceptance. They accept us, and what we share together is unmatched anywhere!

In September, 1980, The Institute For Successful Living opened its doors and introduced to Los Angeles a workable alternative to traditional education. The Institute was spun from a desire to identify alternative programs for "Youth-at-Risk. . . . Young people who somehow live their lives in patterns which foster conflict and negativity. These youth often find themselves in trouble with authority. Youth-at-Risk are often "dropouts" from school.

Here is how our program is set up . . . The Center For Creative Studies is the academic program for the Institute. The Institute For Successful Living is contracted by the Los Angeles Unified School District to offer Independent Study for students who have been out of school for a semester or more. The curriculum is the same as that offered in the regular classroom. . . . Students may elect to return to regular school or prepare to pass one of the high school equivalency tests. The Family Guidance Service is the counseling program for the Institute. The family is viewed as the significant arena for affecting change within the individual. We have a jobs program (The Creative Career Opportunities) designed to help students successfully move into the employment community. Our point of view at the Institute is that we focus first on the student and then on the subject matter.

We work mainly with "dropouts." The behavior of the student is where we pay close attention. A major function of behavior is to communicate. Bheavior must not be misinterpreted to be the true image of the person. From this perspective, it becomes quite apparent that our approach to education in this country is failing to meet the needs of today's youth. As educators, we interpret behavior as the state of being rather than ways of sending messages. Further, we often misinterpret behavior. A student who is quiet and submissive is often considered a "good student." The student who questions and who differs in response from what is expected is considered "difficult" and "hard-to-reach."

Schools are social agencies. Learning patterns and attitudes toward learning are established prior to birth. Experiences during "early childhood" shape and determine "what" the student brings to school as learning tools. We must remind our institutions to emphasize this philosophy and do away with the notion, that "students are the problem." Our position, at the Institute is that students are the reason for our existence. If students are not present, we do not have a "reason for being!"

Since learning patterns and attitudes toward learning are established years prior to enrolling in school, we must begin our quest for solutions at that point. It is the home, the family that holds the key to unlock the door to student motivation. Like learning, motivation is an inside job. Students learn and become motivated because they are stimulated. This stimuli comes from the outside environment as well as the inside environment.

At the Institute, we care for people and teach them how to care for themselves. We believe that teaching begins before birth. Effective parenting is teaching in its true essence. We realize that negative attitudes, hostility, disrespect, and everything the student brings to the Institute was learned before he/she comes in. It is, therefore, essential that we: accept the individual with unconditioned love, demonstrate that there is another way of thinking, behaving. and achieving and we endeavor to guide them from where they are to where they decide to go.

At the Institute, we teach first with our heart . . . and then our brain. All else is automatic. We realize that teaching is a wholistic, dynamic process. The role of student and teacher is one which we interchange with our students. Staff serves as "teachers" for students. In much the same, our students teach us! We like to call our function . . . to facilitate learning. At the Institute, we concentrate on students. The teaching of curriculum becomes an automatic part of the process. We believe that, if we spend our attention, time, energy, and love with students, the results will prove us correct.

Many people feel that you will get your hands dirty, if you work with losers. I have heard too often teachers say, "If they come ready to learn, I'm ready to teach." To that I say, "If they come, I'm ready to teach." I encourage anyone to come into this profession, it is a wonderful way to live your life . . . but if you plan to do what I do . . . come because you really care about young people,and be willing to take all of their traffic . . . and help put direction to it.

The key is family. It works everytime! It's really simple, yet often obscure. Early in my teaching career at Crenshaw High School (Los Angeles Unified School District), I accepted the fact that "teaching" extends beyond the classroom. As I prepared myself for a career in counseling, I selected a group of students whose parents expressed a desire to join a parent group. The student group and parent group met on alternate weeks. One meeting during the month was devoted to a combined meeting of parents and adolescents. This night was a night of shared entertainment. This entertainment included theater, concerts, dinners, etc.

After a semester, a marked improvement in communication between adolescents and parents was realized. Grades in subject areas improved, school attendance of the students improved, attitudes of the parents and adolescents became more cooperative and understanding of each other. The parents and adolescents readily discussed goals and plans for the future.

In late 1981, as I drove down a street in the Los Angeles area, I noticed a young man watching me closely. I glanced in his direction, to recognize that he was one of those students in the group mentioned. We both pulled aside and sat for about an hour while he told me about himself, his family and as many of the other students he could recall.

He said he often thought of the hours (times) we shared. His father is a minister and his mother is yet a homemaker. He was (at the time) driving bus for the Rapid Transit District (Los Angeles). He hurried to add that this was his present "job." After he leaves his job at the RTD, he rushes home to his heart's work—he draws and paints. HE IS AN ARTIST! He said he often remembered my consistent message . . . "you may need to do an honest job until you discover and begin your real work. Your heart will lead and tell you the way." As we shared, he told me of ones

(former students) who had: gone to work in Texas, a minister, a teacher (with Los Angeles Unified), two nurses, a truck driver, three playing professional football, one playing professional baseball and one playing professional basketball. They had all kept in touch! This day was truly a payday for me! It came at a very difficult time when I was asking myself if any of this was worth all I'd given?

I was involved in meeting with community groups and individuals to begin my work with "drop outs" in the Los Angeles Unified School District. Efforts seemed not to work. The students described above were failing my biology class at Crenshaw High School. I love to teach. I love to teach biology. I love to teach adolescents! Teaching involves sharing, giving and evoking the very best and highest from those involved. Many times the teacher is unaware of effects, when, where or to what degree lessons are processed. None of this, no result, no effect supersedes the importance of the students.

Our social system has designed units we call families. Values, attitudes and personalities (the way we behave and react to our world) are all facilitated within this unit—the family. Some misguided individuals select other individuals with whom to build associations in order that they might promote and prepetuate hate, anger, hostility and violence. These groups we often call gangs. They are substitute family members. Dropouts become dropins when they are treated with unconditional positive regard—LOVE!

At Crenshaw High School, in 1971, students were heavily involved with drug abuse. Drug abuse is the effect, the result, the behavior resulting from some problem. With this view in mind, I offered a proposal to the Principal (Crenshaw High School) to address: students present on campus under the influence of drugs and students absent more than present due to drug abuse. The Principal eagerly accepted. We called our special place the rap room. The students and I specially restructured and decorated a bungalow which was made available to us.

During the school day teachers and counselors would refer students to us. Students could drop in during a "free period" (when they were not scheduled for class). The staff consisted of two counselors at Crenshaw High School and some seven community volunteer counselors. We did individual counseling and three times during the day we had group counseling. Under the guidance and direction of staff, the students shared fears, desires, frustrations and dreams. Once a month parents were invited to attend a group session. We conducted a daytime session and an evening session. Teachers and other staff persons were invited to also participate. All participants who remained with us for that entire year expressed and demonstrated a marked improvement. We formed a family! This group became a support group for positive growth.

As a Pupil Services and Attendance Counselor (Locke High School and Gompers Junior High School—Los Angeles Unified School District), I was responsible to: locate and return students to the regular school who had chronic non-attendance (dropouts), locate a successful school program for students returning from Probation Camps and the California Youth Authority and assist school staff with designing successful programs for students having problems resulting in poor school performance. My Program design included: off-campus group counseling with students, involving clinical psychologists, social workers, mental health professionals and other community agencies interested in assisting students. Home visits and hours of interaction with the student and family members were the core components of our very successful program. We were able to reduce the list of inactive students to about one third its original size by the end of the school year.

One great recurring problem continued: Most placements (school) simply were not prepared to accept "these students" or they simply did not want the students! It was as though the students reminded them of their failure. I made several attempts to rectify this by offering proposals to the school administrators. There was never money enough to do the job! I noticed a small article in the newspaper describing a program designed to enable school districts in California to recapture lost ADA when students return to school. This is the independent study program. At last! A way to finance an alternative to the traditional school program!

The Lynwood Unified School District accepted my proposal for an Independent Study Program. I travelled (at my own expense) to Sacramento to talk with legislators and original designers of the Program. The research proved to be invaluable. As far as we know, no other independent study program operates as the one we have implemented! My Program format has essentially remained the same, achieving the same dramatic results.

In 1980, after determining that I could form a private counseling agency and do the same thing, I asked Inglewood Unified School District to contract with us. The results were embarrassingly successful! The following school year, the administra-

tors convinced the Board of Education that they could do the same job as we had done. This never materialized, however we were without a contract.

In the 1982-1983 school year, progressive members of the Board of Education (LAUSD) and some very resourceful, sensitive and innovative administrators decided to contract with the Institute For Successful Living! We are contracted to serve students who have been out of the regular school for a semester or more—(dropouts). To reach these students, we walked the streets in the Watts area of South Central Los Angeles and recruited students. Many of these students had not even bothered to enroll in school. Some had moved from other cities and states. They simply spent their days awaiting the public assistance checks. Some of these students expressed fear (of many kinds) and refused to attend school.

The same Program format as previously described is utilized in this Program, the same rewarding results are realized! 1985-1986 is the fourth year on contract with the Los Angeles Unified School District. This year, unlike other years, the high schools in the area are referring students to us early in the school year! This does mean that we do not recruit from the streets, however motivation and returning students to the regular school for graduation become a major feat.

This school year, (1985-1986), is already by far unmatched in all areas of our work! The students are more responsive, the community is more aware of us and more cooperative. Equally, if not more significant, the Los Angeles Unified School District is more involved and has assumed a high level of interest.

We are excited about what we do. Come share with us. It's unbelievable!—believe it! And they said nothing could be done! The Institute For Successful Living is doing something with the help of wonderful people like Mrs. Marnesba Tacket and all others who care and come to support us.

SUMMARY—INDEPENDENT STUDY PROGRAM 1983–1984, CENTER FOR CREATIVE STUDIES

In August, 1983 some 215 students enrolled in the Center for Creative Studies (Independent Study Program). These students are recruited at various sites with the South Central area of the Los Angeles Unified School District. Ninety percent (90%) of these students tested at grade three (3) or below. The WRAT (Wide Range Achievement Test) was used because of its quickness and easy scoring. Ninety five percent (95%) of the students were selected to prepare for the GED examination. Eighty nine percent (89%) of the students were AFDC recipients (L.A. County - Aide to Families with Dependent Children).

Early in the school year, staff determined that supplemental materials must be used if these students were prepared to pass the GED examination. Thirty six (36) students were placed in job training programs at various sites. Twenty seven (27) students enrolled in trade school and junior college. Even though they were unsccessful in passing the GED examination, (at this time), they choose to enroll at one of the community colleges and take the examination at a later date. Three (3) students returned to the regular school during the school year to complete graduation requirements for high school. Thirty six (36) students were referred by the regular comprehensive high schools during the final two school months 1983-1984. Five (5) of these students are enrolled in the Los Angeles Unified School District summer session. These students are at least one year (60) credits below grade level. They have expressed an interest in returning to the regular comprehensive high school for graduation completion.

The experience of the past school year 1983-1984 points to the fact that if students are motivated (for whatever reason) to matriculate at the regular high school, they will work toward returning. If students have been served from the regular school and become conditioned to failure, they are less likely to choose to return to the comprehensive high school. The evidence is clear that if students are identified early in the school year, (instead of the last two school months) they will have a greater motivating factor to return to the regular school. Each student interviewed who came from the regular school expressed a desire to "make up credits" and to return to graduate with their class. More specifically, they wanted to take part in all the ceremonial activities related to graduation.

A strong recommendation by the staff at the Institute For Successful Living is that the administrative staff at the senior high became acquainted with the purpose of the Independent Study Program. The essential purpose of the Center for Creative Studies is to assist students to find alternative ways of completing high school. The main goal is to return students to the regular school. If the students come to the Center from the regular high school, they are more likely to choose to return to the comprehensive high school.

A second recommendation is that a workshop/seminar be implemented to provide a more effective service to students and staff in the regular high school. A more complete use can be made of computer technology to facilitate results everyone can be proud of and eager to participate.

SUMMARY—INDEPENDENT STUDY PROGRAM 1984–1985, CENTER FOR CREATIVE STUDIES

June 15, 1984 the Institute for Successful Living relocated at 9012 South San Pedro Street, Los Angeles, 90003. At the beginning of its third contractual year with the Los Angeles Unified School District, the Institute enrolled 126 students. An administrative decision was made to provide a smaller and more comprehensive program to students and the community. At its new location, the Institute expanded its Child Development Program, Computer-aided Program and Intensive Counseling Program.

Information gathered through previous years has led to the decision to concentrate on developing a positive life support system while preparing for a high school level equivalency. Ninety six percent (96%) of the students enrolled are young parents. Acquiring positive and effective child development skills greatly assist in successfully achieving high school level equivalency.

During the ninth and tenth school months, the local school found it convenient to enroll students at the Institute who faced remote chances of successful matriculation in the regular school. Two (2) of these twenty nine (29) students are seniors and failed to qualify for high school graduation. They are completing prescribed courses by August, 1985. The regular school will award the diploma after the work is completed. The remainder of these students have elected to return to the regular school after the Fall semester for graduation. The decision to concentrate on a smaller number of students was validated by the results received: fifteen (15) passed the G.E.D. examination, forty seven (47) placed in job training, thirty one (31) secured jobs, twenty three (23) enrolled in trade school and twelve (12) enrolled in junior college. The level of student motivation and participation increased as the school year progressed. The administration at the Institute has concluded that the same level of service can be provided for 170 students during 1985-1986 as that offered in 1984-1985.

The Independent Study Program (Center for Creative Studies) continues to provide alternatives for school personnel, parents, community and students. This program remains flexible and meaningful for the providers as well as the clientele. Using the wealth gained in the past years, the Institute for Successful Living is preparing for the best year ever (1985-1986).

THE STAFF

In 1984-1985, the staff at the Center For Creative Studies consisted of: the contractor Arnese Clemon, who supervises the program, Mr. Dewey Hughes, Miss Veronica Bell, Mrs. Candace Allen, Miss Claudia Eaton, Mr. Robert Morris, and Mrs. Virginia Rothman. Each of the staff is considered an academic "facilitator" who has an area of specialty. The academic curriculum is established as in the regular school. Each "facilitator" works with a specific group of students in the area of his/her specialty.

Mr. Hughes is a Writer/Producer, counselor and teacher. While assisting students to complete their academic contract, Mr. Hughes guides them in designing job opportunities. Mr. Hughes provides technical consultation to the Institute For Successful Living. The Independent Study Program (Center For Creative Studies) is unable to completely finance the comprehensive design needed for the students who have such deprivation in motivation and skills. Along with working with the students, Mr. Hughes assists with staff as well as the business and residential communities.

Miss Bell assists students to complete their academic contracts while providing overall supervision of office staff and general record keeping. Miss Bell counsels students and assists them in locating job training programs.

Mrs. Allen is a teacher who supervises the Child Development Program. She is primarily responsible for the young parents who are enrolled at the Center. A carefully designed child development program includes direct supervision of parent/child inter-relationships, programmed activities as well as class/group sessions for parents.

Mrs. Cynthia Jenkins is the nurse who provides consultation for the medical services needed by young children and their parents.

Miss Eaton, while assisting students to complete their academic contracts, coordinates the Computer-aided Program for students needing special attention in basic

skills reinforcement. Miss Eaton is also an athlete. She assists in the sports activities and also provides job development opportunities.

Mr. Robert Morris has a wide background in the private business management. As students who work with Mr. Morris complete their academic contracts, they receive guidance and direct assistance in preparing for employment opportunities in the field of business. Mr. Morris assists with the sports program and also provides consultation to the Institute for Successful Living in connection with community resources.

Mrs. Virginia Rothman motivates students to overcome "blocks to learning" through the revelation of deep inner themes as seen in the drawings, paintings and sculptures. The works of art produced by the students are displayed in the annual art show.

The school year 1984-1985 yielded dramatic evidence that concentration on reading, writing and arithmetic is not a problem for most students. Motivation looms as the key for beginning to move from a life of dependency and deprivation to one of productivity and success. While this bit of information is not new, few educators and related professionals have discovered this key. At the Institute, we feel we are moving forward in developing some strategies which motivate students and create in them, a desire to learn, to succeed.

Statistics

As of April, 1983 new data begins to amass and will be reported in a final report as of June 17, 1983.

GED	22
GED/vocational school	3
GED/armed services	2
GED/beauty college	1
GED/junior college	1
GED/employed	5
Employed	43
Junior college	1
Moved	26
Vocational schools	7
Beauty college	2
Business college	1
Hospitalized	3
Moved/employed	1
Personal	29
Incarcerated	1
Deceased	1
CYA	5

Carol A. Sawyer

Carol is a 20 year old young lady. She is the second child in a family where she has an older brother and younger sister. Carol grew up in South Central Los Angeles during one of the most turbulent periods of our nation's recent history. At age fifteen, Carol became a mother and a year later she gave birth to another son. Carol had not returned to school after the birth of her second son. SHE WAS A DROP-OUT! Faced with the complex situation of taking care of herself and her two sons was only one of her challenges (problems). She had no one to teach her and also they had no place to live! Carol is an exceptionally brilliant, resourceful and personable young lady.

Carol came to the Institute For Successful Living because a relative told her that she had found "this place" that would help students finish high school . . . "and you can take your kids with you". Carol came to the Institute, a seventeen year old mother of two babies. Her younger son was born prematurely and therefore had some motor deficiencies. Because the Institute concentrates on individuals, Carol and her babies were welcome. They had found a home!

While Carol scored high on the Practice Test for the GED examination, she simply could not seem to score high enough, over all, to successfully obtain her GED certificate. PROJECT CHANCE is a community based on-the-job training program. Carol was placed in this program where she completed her training in June, 1985.

Carol is now working in the Los Angeles County "In Home Keeper" Program. She has a place to live. THE INSTITUTE IS HER HOME. She can always come home, when she feels the need. In the Spring semester, 1986, Carol plans to enroll at Los Angeles Trade Technical College to study nursing.

JAMES E. OLIVER

Early November, 1982, James Oliver was visiting his sister who works at a Department of Public Social Service building in South Los Angeles. A representative from the Institute For Successful Living was outside recruiting students. The person offered a way for prospective students to complete high school. This appealed to James. James had come to California, a 22 year old man, on parole transfer from Louisiana. James, one of six children, born to his mother, had been reared by his grandmother. His persistent involvement in violence had resulted in his being sentenced to prison. While there, he read eagerly. Soon he discovered provisions by which and individual (inmate) could be released to another state (parole transfer) if a family member would be willing to assist in providing housing and employment. James came to California to live with his mother. James secured a job and while a job is essential for James, he is also interested in continuing his academic preparation. He enrolled to get his GRD while he maintained an eight hour job. James successfully satisfied his parole terms and was terminated in 1984.

James is an exceptionally gifted writer and entertainer. Realizing he may need to secure a job to support his work (dreams), James received some training in one of the On-The-Job-Training Programs. James began working; he realized he needed the support system (family) at the Institute. James returned to the Institute to work and receive support as he prepares for his life's work. James likes to entertain. He is extremely good at this.

The opportunity will come for James. He will create the chance to be successful. He is successful. He is a proud personification of what the Institute For Successful Living does. It works—everytime! If you continue to work it!

Attached are samples of James' writing.

WORK, EDUCATION, MYSELF

By James Oliver, May 21, 1983

One day while waiting for my sister to come out of the county building, I saw this guy asking people if they had finished high school. He made his way over to me and then asked me the same thing. I told him no. He told me about the Center for Creative Studies. That's how I found out about the school.

I waited about two months before I went to the school. But when I went there for the first time all the teachers made me feel welcome and asked if I would like to be a regular student there.

I enjoy going to school at the Institute because of the people I'm around. I feel comfortable with the environment. It makes you feel like you're at work and not at school. The teachers are some of the best. They explain things to where you get a good understanding and they're always more than glad to help you. I also like that they treat everyone equal. Everyone's a teacher's pet at this school.

I have a job but I still try to be at school as much as I can. At first I thought it was going to be hard. I wanted to get an education but I had to keep working because I need the money. So I made up my mind to do both. I'm handling both of them well, now that I'm used to it. Whenever I'm at school everyone is always happy to see me. That's another thing that helps me to handle my job and my work at school.

I realize that I need an education to do what I want in life like learning to become a good welder and work for myself or own my own rig. My high school coach used to tell me he wanted me to finish school even if I didn't go to college. He told me I was talented enough to play ball for a small college, but I still dropped out. A few years later I ended up in trouble. I went to prison and served one year and ten months. That happened because I was running with people I thought were my friends. While doing time I decided it was time for me to get my head on right.

After I was paroled I came to California to live with my mother. I couldn't find a job because I didn't have a high school diploma. My mother has six children. I'm the second oldest. I wasn't raised with them, my grandmother raised me in a small town in Louisiana. She told me I had brothers and sisters. My grandmother did her best to bring me up right but I strayed off. My family isn't the closest family but we understand and love each other. I admit to making a mistake at the age of nineteen but that's all in the past. I'm striving for bigger and better things out of life now.

You learn from your mistakes. All those who don't are those who don't care. They have no self-respect for their families or themselves. Hanging around on street corners with people who pretend to be your friend is not what's happening. That's one reason I'm back in school.

A LETTER

By James Oliver, June 17, 1983

Ms. Arnese Clemon had a dream—
a dream to help young people who have dropped out of school,
people who want to better their education
so they can get better jobs
so they can get more success out of life.

People have tried to shatter this dream
hoping that this would make her feel discouraged—
that she would say
It's no use.

But Ms. Clemon is a lady who has made up her mind to keep
pushing for what she believes in.

Everyone at this Center is behind her 100%.

Ms. Clemon has set a good example
for those that have a goal in mind but are too weak
to follow through with it.
She has also gained a lot of respect
from people everywhere
because she didn't give up on what she set out to do—
on what she believes in.

She shows us all that whatever we want out of life
we've got to go for it.
No matter what people do or say
to try to discourage us
we've got to have our minds made up
to try to reach whatever it is out of life that we want.

There's so much that can be said about Ms. Clemon
but words can never explain what this lady's really about
because she's wonderful and an outstanding woman.

That's why I wrote this just for you, Ms. Clemon.
Smile!!!!

Words of appreciation to Ms. Arnese Clemon

By James E. Oliver

You've given us new inspiration
Without you we would have no direction
Together we can build a world full of love
Your coming to us is from heaven above
Please stay and never go away . . .
Some of your friends said this would never work
But if you check with the students
They all want to stay—FOREVER
Feelings like yours cannot be bought or paid for
They're for real and straight from the heart
The feelings you share
Makes us feel good
We thank you for your love
Is that understood . . .
We love you and always will.

PRISON LIFE

By James Oliver

While sitting here under this spell in a place
of total hell with thoughts of freedom in my mind and the meaning of escape
I can not find.

There is no future in this place of still
looking out of the window still
watching people going here and
there when a man in prison can go nowhere.
It's up at five to bed at ten tomorrow it's the same thing again same routine
from day to day in a place of hell where I must pay. It weakens the body
and destroys the mind
also the heart
is in a ruthless bind with lots of work and very little sleep
sanity
I struggle to keep.
I think of the love
Ones I left behind
It constantly brings tears from my beloving mind
I struggle hard
to put them away but the precious memories always stay.
the grounds are mean
the rules are strict
it often makes a strong man sick
I try so hard to keep my cool
I don't wanna be anyone's fool
I can't be weak
I must be strong
It's the only way to get along
being strong I'll stay alive
being weak I won't survive
prison life is rough and cruel I eat little
and half-done food I stop to think and wonder
why with so little to eat and I do not die
Any young man who is not prepared if he is weak or if he's scared
He should have a better life in mind than the sad and lonely life of crime
Cause losing your freedom and doing time, it's the real thing that
mess up your mind.

ARNESE CLEMON

Arnese Clemon, Executive Director of The Institute For Successful Living, brings to her position the qualifications of a lifetime of learning, caring and dedication. Beginning in 1968, she has been teacher and counselor to some of the most difficult and neglected youngsters in Los Angeles County, making inroads where there were none and consistently refusing to recognize the obstacles that have frustrated others before her.

Arnese has served the community and its children in many ways. As Executive Director of the Family Guidance Service Centers, as a Substance Abuse Counselor for Kennedy Associates, Teacher and Counselor at Crenshaw High School, and as Coordinator and Counselor for the Lynwood Unified School District, and as Staff Psychologist for numerous local medical centers and youth alternative programs. Arnese has never wavered from her commitment to the human potential.

Arnese is eminently qualified for both her educational and social responsibilities. With five credentials to her credit: (Standard Secondary, General Elementary, General Pupil Personnel, School Psychology, General Administration), she has continued her education by receiving certifications in Psychotherapy, Alcohol Counseling, Alcohol and Drug Studies and Gestalt Training. She earned her M.A. in Psychology from Pepperdine University, a second M.A. in Biology from Oregon State University and her B.A. in both subjects from Miles College. She pursued her postgraduate studies in adolescent counseling, parent guidance training, substance abuse counseling and community resources at the University of Southern California, the University of California at Santa Cruz, the University of California at San Diego and California State University at Los Angeles.

A cold list of credits, no matter how impressive, can never really describe Arnese Clemon. Reverend James Edward Jones calls her "not only a Master Teacher, but a soul-searching assistant to the "hard-to-reach youngster." Bishop Ralph H. Houston refers to her as "a dedicated and effective person who has been able to retrieve young lives that would have previously been forgotten." She has successfully

reached these youth by guiding them educationally, vocationally and spiritually through trouble times.

This is Arnese.

STATEMENT OF BROTHER MODESTO LEON, C.M.F., DIRECTOR, SOLEDAD ENRICHMENT ACTION

Brother LEON. Thank you for inviting us to this hearing. I think, just to take off from where we've been this morning as far as the young people testified to—and especially the young man that just finished talking—speaking on young people when they come out of our detention and our State agencies—parole or whatever—we spend thousands—I think it's $27,000 a year to lock a young man up in the State of California, and for the camps, I'm not sure of what it is, but I think it's pretty close to that. And how little we spend on education for those young people.

I have 122 students right now in my program, which is something like Arnese' program, except it's in east L.A. and it is touching another group of young people—the Hispanics.

Most of our young people have been in camps, in juvenile home, or have been in placements. They come back to their high school or their junior high and the dean knows exactly where they've been. And so they are put sometimes on the dean's list—not as honor, of course—but to be kept an eye on for—to see how fast we can push them out and if you'd like more truth to that I can take you to many—meet many kids that this has happened to.

We have 20—well, this year we have 16 gangs and stoner groups going to our school, and many people say, "That's impossible to have so many people from so many gangs," because in east L.A. we have 62 gangs and stoner groups, not counting all the new ones that come up. And yet, they all come together, and for the last 10 years we've never had a fight, we've never had an incident. And I think the young people here will testify to that, that they want to learn.

How we help them to learn, how we respond to their anger which they have—many times we respond to their anger by OT'ing them to another school, which means they are going to have to go to other gang turfs which is going to be impossible for them to go to school. We call it OT'ing, but sometimes it is not really an opportunity transfer, it is a dead end street.

Our program began 10 years ago working out of public high school and junior high. We would go in, talk to the dean and say, "Would you please give us your 25 most wanted kids that you're ready to kick out by semesters' end and we'll work with those young people, and we will see if we can keep them in school." So we provided tutoring, counseling programs on campus and we were able to keep a lot of those men and women in school.

Two or three years later we found out that some of them had dropped out and they were on the streets. We began the first street gang school in east L.A. about 6, 7, 8 years ago. It was two or three particular gangs that were not able to go to the nearby Garfield High School. And so we were able to have a particular school for those particular kids from that gang—it was like 32 from one, and about 27 from the other particular group. So that went for a couple of years.

So our program has evolved from that. We're now with a lot of peace treaties and a lot of communication with young people, we're able to have them all housed in one particular program. The program is accredited through our teachers under the independent study program for the L.A. city schools.

Our bottom line is to try to get those young men and women back to finish their regular high school. Before, some of the kids were not able to go back to regular school so I would—with my accreditation—I would graduate them from a Catholic high school—so we have some of my kids that would never get near to a Catholic high school—yet, through our accreditation we were able to accredit them through the Catholic high school diocesan program. So about 82 students did graduate from Catholic high schools. And these were kids the public schools had given up on.

The last 2 years we've gone back to where we've taken the young people for 6 months to 1 year and we funnel them back to their home school. And that takes a lot of negotiation; and now there's a person from the L.A. city schools that's part time—kind of—on staff, who walks the students through with us after they are ready to return to their home school. And I think that's the key success story that we advocate for the students.

We help them to get their anger out at—here at our program we help them to see that education is very important. And then we don't just leave them alone, but we walk back with them to that dean or that principal's office or whatever and we get them enrolled back to the school.

Last year we had 32 students that returned to the public school system. There were two that were having particular problems, but we're still working with them. So I think that the key and the bottom line is that there would be programs like ours in this district and many other districts in the country and the young people out there are waiting and looking for someone to give them a hand—not to do it for them but to give them a hand and to teach them how to work with the district—with the school districts in this country.

We are very—our communication with the school district is at a very good point right now where the kids come back and they are given a chance, and they are put back to the school and are able to graduate.

So the bottom line is that we need other programs like this. And the bottom line is that it costs a little bit now, but how much does it cost for a young person who doesn't have an education, who is going to end up at the YA, or is going to end up somewhere else and it's going to cost the State a lot more money. This we were able to touch many people's lives.

I work through the Catholic church as a minister on weekends, and for the last 10 years I've buried 200 young people in east L.A.—out of two churches I work out of East L.A.—200 young people that we have buried from particular gangs in east L.A. And, really, this is why we're going to try to change that and get people to communicate among themselves. And I think that if you give young people an option to communicate then there is hope.

And I can invite you to my program, or I'm sure to Ms. Clemon's program, and you can go in there and that classroom—and our

place looks like—some of our Catholic high schools—the teachers come over and they say, "Wow, this is really quiet in here." And these are kids that—I mean—you look at the records—and they've been to every junior high in east L.A. and all the others—because they want to be there and the teachers care, and we care.

And so, thank you for listening to us, and I hope that our words today will bring other programs; which is what we're talking about.

[The prepared statement of Brother Leon follows:]

PREPARED STATEMENT OF BROTHER MODESTO LEON, C.M.F., SOLEDAD ENRICHMENT ACTION

S.E.A., Soledad Enrichment Action, is in essence a concentrated effort to work with pre-delinquent, delinquent, and/or gang members between the ages of 12-18 years belonging to the parishes of the East Los Angeles areas.

The main thrust of the program is to diminish truancy, and truancy-related problems through the united efforts of the home, school, church, law-enforcement, and other concerned community agencies.

S.E.A. was founded in 1975 with the hope of alleviating some of these problems. One of the objectives of S.E.A. is to provide an environment where the young people can meet in a peaceful and supportive setting that is conducive to learning.

Each student works at his or her own pace under the direction of dedicated and competent teachers and tutors. The counseling personnel focusing on the personal and academic needs of students, works closely with and supports the academic program.

S.E.A. provides the following services under the leadership of its director, Brother Modesto Leon, C.M.F.:

Required courses for Junior and Senior High School students.

Individual, Group and Outreach Counseling.

Parenting program in collaboration with the Probation Department, Roybal Clinic, Cleland House of Neighborly Service, and other agencies.

During the school year, 1984-1985, Soledad Enrichment Action, enrolled students in an academically oriented program. The program complies with minimum day standards outlined by the State Department of Education requirements for students.

According to the guidelines of the programs each student contracts with his or her teacher to perform a certain amount of course work in a specified time. However, provision is made for some students to complete the work sooner. These students advance to the next contract assignment. The enrollment for the school year 1984-1985 was 154 students.

The intent of the program is to encourage students to work towards a passing grade. A grade of "D" or higher is considered "passing." Incomplete (Inc.) is given rather than a failing grade. Various practical ways of changing Inc. to a passing grade are outlined for each student. These include remediation, additional work and/or repetition of the course.

The final goal of our educational program is to enable the student to return to his or her homeschool and complete requirements for graduation of the Los Angeles Unified School District Program.

We at S.E.A. in no way believe that "success" is totally recorded here. This we believe is much deeper, especially as it relates to attitudes and other aspects that cannot be measured objectively, and can only be known by long-term observation and day to day communication.

Chairman HAWKINS. Well, thank you, Brother Leon.

[Applause.]

Chairman HAWKINS. Mr. Dymally.

Mr. DYMALLY. Brother Leon, by whom are you funded?

Brother LEON. We are funded by the L.A. city schools, so we work directly with the school district.

Mr. DYMALLY. I was curious about the name "Soledad," I associated it only with——

Brother LEON. Soledad is the parish where the program began. And everybody knows the church, so we kind of keep that name to——

Chairman HAWKINS. It's not the Soledad Institution that you know about.

Brother LEON. We are in communication with them a lot as far as getting the kids talking to kids and all that.

Chairman HAWKINS. There is no connection whatsoever with Soledad Prison.

Brother LEON. No.

Chairman HAWKINS. We're very delighted to have all of you, and particularly the young people, and we welcome them. We hope this will not be the last time they come to a hearing. These hearings, obviously, are intended for all ages, and particularly for the young people.

Mr. DYMALLY. Mr. Chairman, I just wanted to——

Chairman HAWKINS. Mr. Dymally.

Mr. DYMALLY. Mr. Chairman, my friend, Congressman Hayes has a bill on dropout prevention, and it will successfully provide funds for demonstration projects like yours. I am hopeful that we can get support for Congressman Hayes bill. Thank you, Mr. Chairman.

Chairman HAWKINS. Thank you.

Mr. DYMALLY. It's H.R. 3042.

Chairman HAWKINS. Mr. Jeffords.

Mr. JEFFORDS. Thank you, Mr. Chairman. I'm sorry we have to leave so quickly. We are going out to visit a school now to see some live action. I just want to say that there's always the testimony from those that have been affected in their own lives; and that running the programs is probably the most interesting and stimulating evidence that we get at these hearings. Ms. Clemon, I knew that you had a courageous group when I noticed one of your young gentlemen was wearing an Indianapolis Colts hat. Anyone that wears a hat for a team that has a 3 and 10 record—especially in Raider country which is not known for its kindness is quite courageous. I think it is obvious that you have a group that has a lot of courage here. But I was also very fascinated by the testimony.

I do have one question if we do have time, Mr. Chairman. When we have an opportunity to listen to some of you who have successful programs, the question that we always have is, "How do we get more? What do we have to do?" And there are a lot of opinions, but how many wonderful people like yourselves are there out there that we can count on to do this. Can you clone a school, Ms. Richardson? Are the teachers there? Is it a lack of leadership? Is it something that requires training of administrators or the teachers? How do you get the teachers of a school to be able to do what has been done in some of your institutions discussed here so we can replicate it—duplicate it—so that we don't have just a few examples of good things but instead hundreds and thousands of them.

Ms. RICHARDSON. I think the key, definitely is leadership; and administration has to exhibit that kind of leadership. I think that in any of these projects leadership and commitment—whether it is a public school or Institute for Successful Living or Father Modesto, he is—you know—it's commitment and leadership—they have to go hand in hand. Because we could give them programs all day long

and you could develop a packet—and if there's no leadership and no commitment, then it will stay on the shelf.

But until they decide that that's what they want to do, and make that commitment, then take the leadership to implement it, then it will never happen any place.

Chairman HAWKINS. Brother Leon.

Brother LEON. I think if you get the administration and the community together you always find a concerned people. And I think you can come, I'm sure—our program—you get parents involved, and people concerned—and administrators together. It's their community and they are going to solve the problem. But sometimes we keep the problem somewhere in some dark room where we think we know the answer. We need to see people who are out there day and night, and they will work with us. And I think this is how all our programs have developed. People who know and people who live out there and getting those together.

Ms. SELMA. Schools are going to have to be revamped completely if we are going to educate the masses as we are supposed to educate. We have to deal with the effective as well as the cognitive domain. You cannot teach the students to read, to write, to compute if the student does not want to be there. The child must be able to feel like, "I am a worthwhile human being; someone cares about me." You cannot teach them if they don't feel that way.

So, our emphasis has been on reading, writing, and arithmetic and we haven't taken into consideration the social issues that surround our schools—that are in the schools.

Mr. JEFFORDS. Thank you, thank you very much.

Chairman HAWKINS. Mr. Dymally.

Mr. DYMALLY. No, thank you, Mr. Chairman.

Chairman HAWKINS. Well, again I wish to thank the panelists. Those who were the principal participants—the leaders, as well as the children and young people who came with you. And I think it has been a very successful day. We've learned a lot. And we will try to put something into operation now.

Mr. DYMALLY. Mr. Chairman.

Chairman HAWKINS. Mr. Dymally.

Mr. DYMALLY. I do want to say that this testimony—this last panel here—was unique and very impressive. We are used to hearing from the experts, the Ph.D.'s, but this was sort of a "down home" type of testimony from the people who live this every day. And I want to commend all of the leaders, and my daughter's alma mater, Bethune, for conducting such a very good program. Thank you.

Chairman HAWKINS. Well, thank you. And that concludes the hearing.

[Whereupon, at 1:32 p.m., the hearing was adjourned.]

[Additional material submitted for the record follows:]

LINDA F. CRISMOND
COUNTY LIBRARIAN
SANDRA F. REUBEN
CHIEF DEPUTY

COUNTY OF LOS ANGELES
PUBLIC LIBRARY
7400 EAST IMPERIAL HIGHWAY
POST OFFICE BOX 7011
DOWNEY, CALIFORNIA 90241-802
(213) 922-8131

DAVID FLINT
CHIEF OF ADMINISTRATIVE SERVICES
MARGARET WONG
CHIEF OF PUBLIC SERVICES
MARIKO KAYA
CHIEF OF TECHNICAL SERVICES

DATE: November 22, 1985

TO: Honorable Augustus F. Hawkins, Chair
Committee on Education and Labor
House of Representatives

FROM: Linda F. Crismond, County Librarian
Los Angeles County Public Library

SUBJECT: WRITTEN TESTIMONY FOR OVERSIGHT HEARINGS ON ILLITERACY, HIGH SCHOOL DROPOUTS, AND BILINGUAL EDUCATION HELD NOVEMBER 25, 1985 IN LOS ANGELES, CALIFORNIA

SUCCESSFUL COMPONENTS OF LOS ANGELES COUNTY PUBLIC LIBRARY'S LITERACY PROGRAM:

A. Combination of paid and volunteer tutors in Language Learning Centers.

B. Variety of methods available to meet the needs of individual students.

C. Community Involvement of businesses, government, schools, and community organizations.

D. Promotion of literacy for both children and adults.

A. **Combination of paid and volunteer tutors in Language Learning Centers.**

In 1984, the Los Angeles County Public Library received a Library Services and Construction Act grant of $225,000 to expand Language Learning Centers into a total of 17 community libraries as part of the California Literacy Campaign.

When Dan Lacy of the Business Council for Effective Literacy toured the Los Angeles County Public Library's Language Learning Centers, he commented that it is his observation that programs with paid staff seem far more stable than those entirely dependent on volunteers.

Paid staff tutors in the Los Angeles County Public Library Language Learning Centers maintain a constant level of service in communities where volunteer recruitment is difficult, as well as allowing a higher tutor to student ratio. A paid tutor can teach over 20 students per week on a one-to-one basis, whereas volunteers are usually reluctant to take more than one or two students. There is also less turnover among paid staff tutors than volunteer tutors.

B. Variety of methods available to meet the needs of individual students.

The Los Angeles County Public Library does not rely on a single method of instruction, i.e., Laubach or Literacy Volunteers of America. Tutors have available a wide variety of materials to choose from including Time-Life videos for improvement of reading comprehension, reading or word games, supplemental reading books which new readers can take home for additional reading practice, as well as the traditional reading method workbooks. In this way, Los Angeles County Public Library can serve as a resource not only to native English speakers who are beginning readers, but to teachers, students with developmental disabilities, private tutors, and others involved in reading instruction.

C. Community Involvement of businesses, government, schools, and community organizations.

It is impossible to run an effective community library literacy program in a vacuum. Prior to applying for California Literacy Campaign funding, the Los Angeles County Public Library did extensive research to discover which communities evidenced the greatest need. Local school districts and city officials were contacted for information and input. Existing literacy and adult education programs were located. Friends of the Library members and library staff talked to community organizations about the need for volunteer tutors. Local businesses were contacted about the need for on-going financial and in-kind support. These important contacts set the foundation for a thriving program today. The Los Angeles County Public Library recognizes the importance of continued communication to maintain community involvement and financial support.

D. Support of literacy programs for children and adults.

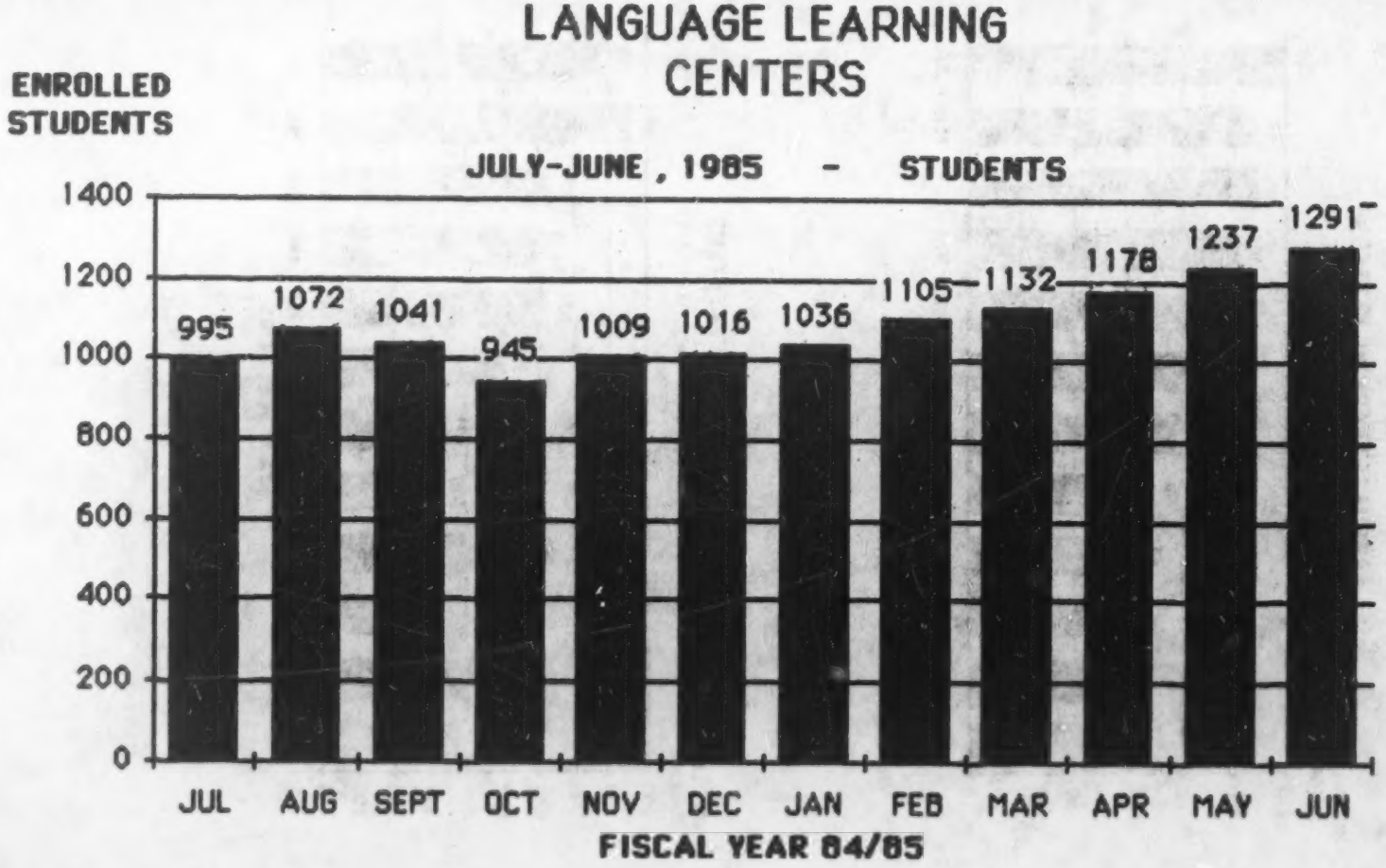
The Los Angeles County Public Library has long supported literacy services for adults and children. The County Library has established a reputation as an innovator and has received funding for many special programs, later absorbed into County Library services. Examples include:

LIBER (Libraries Involved in Bilingual Reading Education) - Three Learning Centers were funded by a Library Services and Construction Act grant in 1976 to teach non-English speaking adults. One-on-one tutoring methods were combined with independent study using audio-visual materials. This program was supported by Los Angeles County Public Library between 1978 to the present. Six of the County Library's 17 Language Learning Centers still offer bilingual reading assistance. More than 12,000 students have benefited.

YEAR ROUND READING PROGRAM - School children are encouraged to join a year round reading club at selected County Libraries. Reading related activities are held at the library, and promotional visits are made to local schools. Children are provided with incentives and recognized for their participation in the project and thus motivated to read. One thousand and three hundred children participated in the first year of the program.

ROSE DIAZ PINAN READING ALOUD COLLECTION - When a Los Angeles County resident bequeathed $64,000 to the Los Angeles County Public Library, for the purpose of purchasing books for children, special read-aloud collections were developed in each of the 91 community libraries. The Rose Diaz Pinan collections were developed to help parents, teachers, and other adults choose books to read aloud, in order to provide reading incentive and motivation in the home and classroom. In the first 15 weeks of promotion to children, books from the collection had circulated to almost 10,000 persons.

These are only three examples of literacy promotion activities. The Los Angeles County Public Library's entire mission centers around the importance of reading.


LANGUAGE LEARNING
CENTERS
ENROLLED
STUDENTS
JULY-JUNE , 1985 - STUDENTS
1400
1200
1000
800
600
400
200
0
995
1072
1041
945
1009
1016
1036
1105
1132
1178
1237
1291
JUL
AUG
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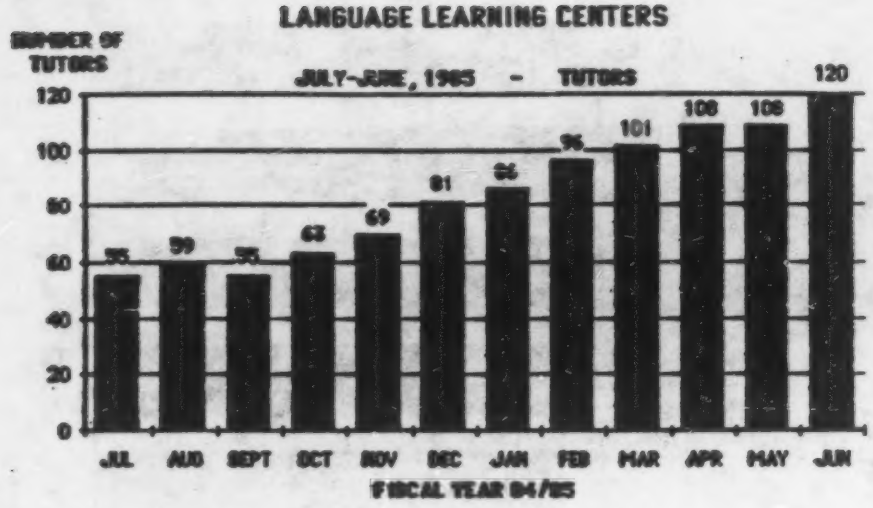
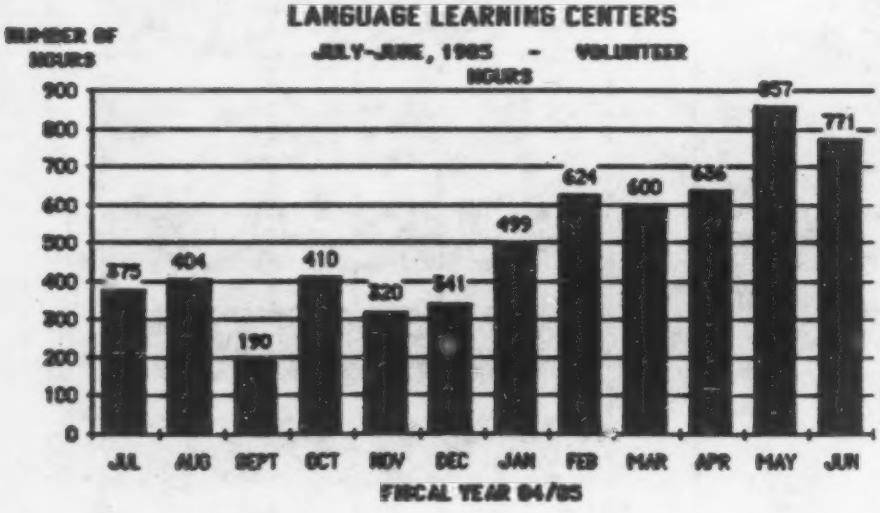
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN
FISCAL YEAR 84/85


LANGUAGE LEARNING CENTERS
NUMBER OF TUTORS
JULY-JUNE, 1985 - TUTORS
120
100
80
60
40
20
0
55
59
55
63
69
81
86
96
101
108
108
120
JUL
AUG
SEPT
OCT
NOV
DEC
JAN
FEB
MAR
APR
MAY
JUN
FISCAL YEAR 84/85


LANGUAGE LEARNING CENTERS
NUMBER OF HOURS
JULY-JUNE, 1985 - VOLUNTEER HOURS
900
800
700
600
500
400
300
200
100
0
375
404
190
410
320
341
499
624
600
636
857
771
JUL
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APR
MAY
JUN
FISCAL YEAR 84/85

Prepared Statement of Marnesba T. Tackett

Congressman Hawkins, Members of the Committee, thanks for the opportunity to address you today.

I am Marnesba T. Tackett, member of the Black Education Commission of the Los Angeles Unified School District and of the Education Committee of the Community Relations Conference of Southern California. I started Project AHEAD (Accelerating Home Education and Development) while serving as Executive Director of the Southern Christian Leadership Conference, Los Angeles, and am the former Resource Consultantt to the Institute for Successful Living.

Project AHEAD is a parent education program instructing parents of primary grade and pre-school children in ways to become effectively involved in the educational development of their children. The Institute for Successful Living is reclaiming high school dropouts between the ages of 16 and 20, who have been out of school for one or more semesters, through an individualized program of independent study.

In as much as the parent is the only permanent teacher a child encounters through his/her school years, it is imperative that parents be involved throughout the child's schooling, beginning at birth and continuing to the twelth grade. Hence, the parent is the most important person in the edcation of the child.

Effective parent education is the natural component to effective

pupil education. It should start with expectant mothers and fathers and should cover every phase of a child's educational development. Public education, to be most effective, must be treated as a continuation of home education. Parenting instruction should be conducted with this in mind so that children enter school eager to explore, able to carry on a simple conversation, identifying objects, animals, clothing, etc., distinguishing between large and small, long and short, big and little and recognizing the letters of the alphabet. They should know their full name and be able to recognize it when they see it in print. They should know their address and telephone number and their mother's and daddy's first and last names.

To become a mother or father is virtually automatic. To become a parent, one must either have had a good example in his/her parents or be trained. To many, this may seem irrevelent. To the child, it is the foundation and cornerstone of his/her education and preparation for life. Hence, more effective programs in parent education are essential. This is particularly important today because of the thousands of teenagers who have children. They need to be taught the value of such simple things as:

-talking to your baby

-asking baby questions, i.e. when feeding ask "Is it good?"

-telling it to do things, i.e. "Give grandma a hug."

-explaining what you are doing, "Let Momy change your diaper."

A child of three can help with the shopping. Example: "Get Mommy a big box of cornflakes." What is the child learning?

1. To follow specific instructions.
2. To differentiate between big and little.
3. To develop motor skills.
4. To recognize letters, colors, pictures and geometric forms.
5. If, when the child eats breakfast, you have it find the letters on that box that are in his/her name, it is learning to read and spell.

Children who are enrolled in schools where there is an abundance of parent involvement and parent teacher enteraction, do better in school. Attendance is regular, grades are higher, discipline is better and the atmosphere is more conducive to learning. Two examples are the Head Start and More Effective Schools programs which both require significant parent participation.

I have stressed education of little children because I believe an ounce of prevention is worth more than a pound cure. If you teach a child to read while he is young, he can never become an illiterate adult and, most likely, he will not drop out before finishing high school.

In the mid sixties, Dr. Sam Shepherd, Superintendent of the Banneker District of the St. Louis, Missouri City Schools, turned that district around in five years from one of failure to one of achievement, from the highest rate of vandalism to the lowest, from reading at three years below grade level to reading two years above grade level. His methods included:

first - extensive parent involvement,

second - student motivation, their motto "Education is my most important business."

third - teacher visitation in the homes of their pupils,

fourth - mandatory home work,

fifth - hot line for student aid between 7 and 9 p.m.,

sixth - community involvement,

seventh - building self esteem.

I believe that the surest defense against illiteracy, school dropouts and their effects on delinquency, poverty and crime is a good foundation in the basics of reading, writing and arithmatic obtained from home and school during childhood and adolescence. By the same token, there are compensatory measures that must be taken to reclaim and rehabilitate those who, for whatever reason, didn't make it the first time through.

These youth and adults must have basic education and be trained in job skills at the same time. They come back to school already motivated. They have experienced the disadvantages of the lack of education and the embarrassment of having no employable skills. At the Institute for Successful Living, students must set forth their goals and contract to do a certain amount of work. They are charged no tuition. Neither are they paid to go to school. A few drop out, but most stay to complete the work. Many also enroll in one of the School District's Occupational Centers for job training at the same time. The average student reads below the third grade level. They are tested and are worked with at their level. The amazing thing is that many progress rapidly enough to pass the GED tests for a high school equivalency diploma in two to three semesters.

The problem is the scarcity of such programs. The Institute can only serve approximately one hundred twenty-five students at

one time.

The Los Angeles Unified School District is just now beginning to attack tha massive dropout problem in this city. In the Black community, there are schools where as many as 50% of the students entering the tenth grade are lost before finishing the twelth. L.A. has a good adult education program, but teenagers under 18 are not permitted to attend. Besides it is not designed to meet their needs for individual instruction.

In as much as these youths have not been able to make it in the regular school setting, some new and innovative methods have to be applied. Independent study, away from the school where they have failed, is certainly one method that needs to be more widely explored. Combined with on the job training offered by some industries and the vocational training available in occupational centers, these young people, for the first time in their lives, find joy and pride in their ability to achieve. They develop self esteem and confidence. Their lives take on new meaning and purpose.

PILIPINO AMERICAN COMMUNITY COMMITTEE ON EDUCATION
14911 CRENSHAW, GARDENA 90249
(213) 973-3131
(213) 374-8340

Ms. Helen S. Brown, Co-Chairperson
Mr. Pete Fajardo, Co-Chairperson

November 25, 1985

To: Congressman Agustus F. (Gus) Hawkins
Chairman of the House Education and Labor Committee
On: The Oversight Hearings on bilingual education, illiteracy, school dropouts and other critical education issues

Since 1960, the US census has documented the fact that, unlike other Asian Americans, Pilipino youths aged 18-24 are not enrolled in school. Studies of the Los Angeles Pilipino student population in the last five years have also shown that a significant number of Pilipinos drop out of the educational system after junior high school, and that a large nuebr of those who do reach the 12th grade fail to graduate, nevertheless.

We all know that there are limited opportunities for upward mobility for those who drop out of school early. In order to ensure that Pilipinos get equal opportunities for achieving success in the future, they must be both intellectually and socially prepared to take their place in society. They must have academic and technical skills, as well as a strong self-image.

The Los Angeles Unified School District often fails to recognize the diversity of groups under the category "Asian American." Concerned that the stereotype of Asian Americans as a "model minority" with the highest educational attainment among all groups is causing the local school district to neglect the educational needs of Pilipino students; we have been meeting with school district officials since 1971 to seek equal educational opportunities for our school children. We have not yet seen any visible gains. Part of the problem, we are told, is that there is a lack of strong community-wide support for our activities. We know this is not true. For who among us would not want to ensure a better future for our children?

Through the years we have been told that the thousand or more Pilipino LEP students in the District were ineligible for a B/E classbecaue of a lack of required numbers. Yet on review of the number of Pilipino LEP students by Region By School Spring, 1984 we find at least two elementary schools meeting these criteria.This is also true for strong ESL programs in the Jr and Sr. High schools.

Helen S. Brown
Pete Fajardo

Prepared Statement of KCET, Public Television for Southern and Central California

KCET, public television for Southern and Central California, has been awarded a $500,000 grant from the Newport Beach-based Harry and Grace Steele Foundation to do research and produce a television pilot in the area of American English.

It is estimated that twenty-six million Americans, one in five adults, are functionally illiterate, i.e. they lack the reading, writing and computation skills necessary to handle the minimal demands of daily living. Armed with these figures, KCET administrators were convinced that the unique capabilities of television could assist in reducing these numbers. Hence, "The American Ticket" (tentative title for the series) was born. The primary target audience for the series are native English speakers, and people who speak English as a second language which include high school dropouts.

The "American Ticket's" production team is charged with the responsibility of producing 26 one-half hour television programs that will be highly motivational and educational. In conjunction with the series, a national curriculum committee has been formed. Under the direction of the project's evaluator, Dr. Robert LaRose, objectives for the series have been established. At the end of the series, the primary viewing audience will be better prepared to cope with life in our high-tech society.

Although the format for the series is in the working stage, it has been determined that ancillary print materials will be readily available to members of the target audience--teachers and other literacy helpers. Additional funding is now being sought for this purpose.

Efforts will be geared towards involving the many literacy helpers in our community in order to develop a comprehensive plan for community outreach. To this end, we have established an American Ticket Outreach Committee comprised of 40 community-based programs involved in helping to combat the illiteracy problem in Southern California.

In conclusion, it is hoped that those influentials in the public policy arena and leaders of educational institutions will actively support KCET in this major undertaking.

Thank you for letting us submit this written testimony. If you have any questions regarding "The American Ticket" project, please contact Bonnie Oliver, project director at)213) 667-9497.

Gary Mammet
238 - 27th Street
Hermosa Beach, CA 90254

December 12, 1985

Congressman Augustus F. Hawkins and Committee Members
Chairman, Education and Labor Committee
2371 Rayburn House Office Building
Washington, D. C. 20515

Dear Congressman Hawkins:

On November 25, 1985, I attended your OVERSIGHT HEARINGS ON SUCCESSFUL EDUCATIONAL PROGRAMS RELATING TO ILLITERACY conducted in the Seminar Room, Mark Taper Economic and Finance Building of the California Museum of Science and Industry in Los Angeles. Since I was not on the Witness List, I was unable to participate in the panel presentation but did, at that time, submit written testimony consisting of informal notes. At this time, I would like to present a more detailed account of the READING IS FUNDAMENTAL (RIF) LITERACY PROGRAM at Marina del Rey Junior High School, Los Angeles Unified School District (LAUSD). As RIF Project Director, I respectfully request that the accompanying information be included with my previously submitted testimony on this subject.

Sincerely

Gary S. Mammet

Mentor Teacher, LAUSD
RIF Site Project Director,
Chairman, English and Reading Dept.
Marina del Rey Jr. High School

Los Angeles Unified School District
Marina del Rey Junior High School
12500 Braddock Drive, Los Angeles, California 90066
Telephone: (213) 822-6788

HARRY HANDLER
Superintendent of Schools
ELROY McGLOTHEN
Principal

READING IS FUNDAMENTAL
(RIF) LITERACY PROGRAM

In the LAUSD, Marina del Rey Junior High is the only secondary school which conducts a RIF Literacy Project for the entire student body and has done so for seven consecutive years. Our RIF Program is at the heart of a total schoolwide commitment in involving youngsters with books, improving their skills, providing them with a wide variety of opportunities to achieve success and developing life-long reading habits.

Marina del Rey Junior High proudly and enthusiastically would like to share this information on our RIF Program which includes the phases of: Planning, Motivational Activities, Ongoing Activities, Distribution Activities and Post Distribution Activities. All aspects are designed with one objective in mind - to emphasize the fun of books. An indepth explanation of each phase employed at our school follows, to become part of the testimony.

PLANNING

Marina Del Rey Junior High School has a current enrollment of approximately one thousand students. Located on the westside of Los Angeles, our enrollment reflects a naturally integrated community. A high percentage of our students live in a federally funded housing project, Mar Vista Gardens. This year, our ethnic breakdown includes:

1.5% American Indian
12.5% Asian
10.2% Black
51.4% Hispanic
1.0% Pacific Islanders
21.6% Other White

We are catagorized a Predominately Hispanic, Asian, Black and Other White School with a 78.4 percentage (PHABO). Twelve percent of our students are enrolled in an English As A Second Language (ESL) Program. We also have a program for Orthopaedically Handicapped Students. Over twenty-five languages and fifty cultures are represented on our campus. All of these factors have to be considered in planning a RIF Literacy Program for our seventh, eighth, and ninth graders.

In addition to meeting with the administration, the RIF Site Project Director communicates directly with the elected leadership of our Community Advisory Council (CAC) and Parent Teacher-Student Association (PTSA) of the Venice Council, Los Angeles Tenth District, California Congress of Parents and Teachers (PTA).

Our PTA/PTSA is the direct sponsor of Marina Del Rey's RIF Program and provides input, volunteers, and funding. All personnel involved with our RIF Project is volunteered, allowing for all money raised to be spent solely for the purchase of paperback books to be given (FREE) to all youngsters at our school. Our PTA/PTSA raises funds through a variety of methods including: magazine drive, bake sales, and such special activities as noon movies.

Students are also involved in planning through leadership representatives at each grade level. On an informal basis, student input is solicited by classroom teachers.

Faculty planning comes from our Department Chairpersons' Advisory Committee as well as ideas solicited from the general faculty. Directly, teachers of English, Reading, English As A Second Language (ESL), and Special Day (SDC) Language Arts Classes are also involved in the mechanics of planning.

To best meet individual student needs, a reading profile of each is obtained through a process including: analysis of results from Standardized Reading Tests, State Proficiency Tests, cumulative records, teacher observations and evaluations, oral reading, and an interest survey. Specific identification of students in need of special reading assistance is also done.

In accordance with RIF Headquarters' guidelines and deadlines, proposal forms are filled out and filed.

MOTIVATIONAL ACTIVITIES

The key to motivating students is the attitude and support given by all adults with whom youngsters come in contact, both at home and at school. Enthusiasm expressed for the RIF Program by our administration, faculty, staff, PTA/PTSA, CAC, and parents has been contagious.

Classroom teachers explain, promote, and encourage discussions about books and the RIF Project. Schoolwide publicity is obtained through use of public address (PA) announcements, items in the school bulletin, posters and flyers, and showcase displays. Since Spanish is the predominate home language of a majority of our youngsters, a bilingual newsletter sent home encourages parents to establish an atmosphere conducive to reading as well as to explain our schoolwide RIF Project.

Understanding that direct student access to books is vital in the encouragement and motivation of youngsters to read, our English, Language Arts, ESL, and Content Area teachers actively promote reading for pleasure and book usage by allocating classroom space for a Pleasure Reading Center within their classroom. Teachers allocate time for reading as well as talk about books, model good reading, and encourage students to share ideas from stories read.

Our librarian reinforces the "accessibility to books" philosophy through a variety of strategies. First, the school library is an inviting, friendly, and interesting place. It draws like a magnet. To insure this attraction, our librarian has initiated a contest called CALENDAR CLUE. It is open to every student and is held each week. The contest focuses on encyclopedia skills which increases comprehension and research skills. The managers of several community enterprises have donated coupons for soft drinks and/or food for the winners of each weekly contest. Students must come to the library to pick up this coupon.

Our librarian also gives "book talks," visits classrooms and conducts specific library skill lessons for all content area classes. Both class and individual use of the library is encouraged, promoted, and practiced.

In addition to these activities, several teachers have written a grant for a Reading Incentive Program to be housed in our library. Called the Cool Cat Reading Program, its objective is to significantly increase recreational reading of students as measured by library book circulation. Given guidelines for evaluating their children's reading, parents become actively involved in monitoring their child's recreational reading pattern. Another objective is to decrease excessive amounts of time spent watching television. This is measured by noting the time spent viewing television at the beginning of the Cool Cat Reading Incentive Program compared to time spent watching television at the conclusion of the program. This incentive program gives award certificates to foster a feeling of success, and provides a silk-screened logo (Cool Cat) to every student who reaches the stated goal of reading twenty books.

Parents also receive periodic guidelines to assist them in the selection of television programs and reading material suitable for their children and to help them encourage their children to read for pleasure. Students receive a certificate and seal if their parents verify they have reduced excessive amounts of time spent watching television.

Our final MOTIVATIONAL ACTIVITIES include Schoolwide Book Mark Design and Poster Design Contests. The theme is to represent and promote the Joy of Reading. Winners are entered in the national RIF contests. Results are used for publicity.

ONGOING ACTIVITIES

To reinforce our basic objective of involving youngsters with books, Marina Del Rey Junior High has developed a variety of activities, procedures and practices to emphasize this priority on reading.

Essential to this aim is our commitment to Schoolwide Sustained Silent Reading. This is a special time set aside on a regular basis for silent reading according to the student's own interests. Since the emphasis is on reading for pleasure, assignments are NOT given during this time and students are encouraged to plan ahead and bring their own reading material. Books for pleasure reading are also available in each classroom.

Teachers assist with Schoolwide Sustained Silent Reading by modeling good reading, providing an atmosphere conducive to reading, helping students select books, giving assistance with unknown words or meanings of words, and by bringing to their rooms a variety of pleasure reading materials scoping a wide range of interest and reading levels.

Overall, our Schoolwide Sustained Silent Reading Program is a method for all students to apply cognitive skills and, at the same time, encourages life-long reading habits.

As previously mentioned, a vital resource is our school library and especially our librarian. Our librarian aggressively promotes reading and, in a variety of ways, continues to make books accessible to students.

In addition to the specific lessons taught to content area classes and assisting students to locate, research and select, our librarian promotes fiction and biographies related to content subjects. By emphasizing this

relationship to history, health , science, homemaking, mathematics, physical education and other subject areas, the student relates pleasure reading to the entire school-learning process and not just with English and language arts.

Our librarian brings a mobile mini-library on a cart for "in-class" checkout by students. At Marina Del Rey Junior High, our librarian is an indispensible "book booster."

Home contact is continued on an ongoing basis. Bilingual newsletters notify parents of RIF Book Distributions and special reading activities, provide suggestions for home supportive strategies, and advise of upcoming meetings. Use of computerized telephone "Sprintel" home dialing gives our school access to direct bilingual home contact for specific messages. This has been particularly effective in increasing the turnout to evening parent conferences where students' reading progess can be discussed.

In a similar manner, our CAC and PTA/PTSA are kept current with Marina Del Rey's literacy RIF Programs through presentations made at scheduled meetings as well as through informal contacts. Parents and members of the community are invited to participate and observe our activities throughout the year.

Another facet of Marina Del Rey's focus on reading is in the area of Staff Development. Ongoing from last year is a series of specific faculty training methods in strategies to involve youngsters with books including: Using Content Material to Encourage More Reading, Promoting Fiction by Subject Area and Recommendations from the Report of the Commission on Reading as contained in Becoming a Nation of Readers, published by the National Academy of Education, the National Institute of Education, The Center for the Study of Reading. Topics for Staff Development during the remainder of this school year include: Strategies To Promote Story Writing By Individual Students and Through Group Collaboration, Story Sharing, Exposure to Literature Through the Classroom, and Effective Teaching/Learning Strategies For Literacy.

DISTRIBUTION

In compliance with National RIF guidelines, Marina Del Rey Junior High conducts three Book Distributions during each contract period which, for our purposes, is a school year. Every student get one book at each distribution.

Factors considered when selecting the books to be purchased include:

1) Price: Since our budget is fixed, every effort is made to maximize the total amount of books available to the students in order to allow for choice.

2) Interest Level: Interests relevant to the desires expressed by our students through a previous survey of requests for specific and general catagories, genre, authors, and titles are considered.

3) Readability: Every effort is made to have a wide range of titles that represent levels ranging from the Classics and College Bound Books to stories more appropriate to remedial and ESL beginning readers, as well as for the bilingual student.

4) Suitability: Books are selected to reflect standards appropriate to our community.

5) Cultural/Linguistic: Considerations are given to reflect the interests of a student body representing over fifty countries and where a substantial percentage have a home language other than English.

Since every student is enrolled in either an English, ESL, SDC Language Arts, or OH class, on RIF Book Distribution day these teachers display in their classrooms the new paperbacks from which students may select their own book, FREE, to keep. Although the procedure may vary from teacher to teacher, generally a lottery-type system determines the order of selection. The classroom teacher provides a short background description for each book to help in students' understanding and to arouse curiosity, interest, and enthusiasm.

Since three times during a school year students are given the opportunity to select a FREE book, Marina Del Rey Junior High has distributed over twenty-one thousand books to our youngsters during these past seven years. In many cases, these books were placed in hands and homes that had never before had books of their own.

POST DISTRIBUTION

In assessing progress made in implementing reading instruction in the Content Areas during 1984-85 and to illustrate programs that showed creativity, interests, and were effective, the LAUSD Office of Instruction in its Reference List No. 9, dated November 27, 1985, listed Marina Del Rey Junior High School for its Pleasure Reading Contest. We take pride in this commendation due to the success of this "In Celebration of Reading" Program. It involved not only our youngsters with books, but also provided an additional opportunity for home contact and active participation of parents and community in directing energies to help our students read for pleasure and success.

Parents were sent home a bilingual newsletter with information concerning "In Celebration of Reading" Contest objectives and requirements as well as giving specific suggestions on how they could be of help. They were encouraged to become involved and their signature was required to verify the amount of time their youngster spent reading at home. Students then filled out an entry form which was signed by the child's parent/guardian for verification, but the child independently entered his/her own reading time. "Reading" consisted of a student reading independently, reading to parents, to other family members or friends, or being read to by parents, or by other family members or friends. To become eligible, students spent at least five hours at home reading books for pleasure within a designated two week period. Students who successfully completed requirements received a certification of participation and a bumper sticker supplied by National RIF headquarters bearing the slogan, "We Break For Books."

After the two-week reading period was over and all entry forms had been turned in, student representatives randomly selected "winners" at each grade level. This was done through a container-drawing method. One overall school RIF Reader was also so selected and that name was forwarded to the National "In Celebration of Reading" Contest.

Rewards and incentives offered to the students were provided through community support. A local bank gave three savings accounts of ten dollars each. The Leadership Class offered a free Hot Dog Feed to the grade level homeroom with the best overall participation. Volunteers from the PTA/PTSA served and assisted. Funds were also raised by the PTA/PTSA itself. Hundreds of students and their families participated in this "In Celebration of Reading" activity and later this school year Marina Del Rey Junior High will again host two weeks of "In Celebration of Reading" activities within the framework of National Reading Is Fundamental Headquarters.

An additional post distribution activity involves student participation in Junior Pen Pals, This is a nationwide letter exchange program designed to promote reading/writing habits. Linking students, teachers and librarians, this network was promoted by the Assistant Postmaster General. Marina Del Rey Junior High is listed in the Junior Pen Pal Directory from which students locate schools and individuals to exchange letters and share ideas. Many of our youngsters have never received personal mail before and they look forward to reading a letter written just to them.

Another facet in our desire to develop lifelong reading habits places focus upon establishing a home library for our students. To this end, we add to the three free paperbacks that we give each student throughout the year by also making available to students books that are library discards, obsolete textbooks, and damaged dictionaries. Community members are encouraged to contribute donated books and paperbacks to this effort. In this manner, both pleasure reading materials and those written with a focus on the content areas are getting into the hands and homes of youngsters.

To utilize the ideas, information, interests and enthusiasm derived from the reading process, our classroom teachers are encouraged to give "Extra" credit to students who wish to relate their pleasure reading to the classroom and improve their grade. Numerous activities are available for students to share their reading experiences. Included in these are: story sharing; oral or written summaries and reports; demonstrating something learned; making a "peep box" of the important part of a book; making a poster or a book jacket;

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making a scale model of an important object; writing another ending for the story; making a soap carving; making stand up characters; making a scroll, a wire mobile, a diorama, a 3-D scene, a map showing where the story took place, a "picture book" of the most important part, a lost or found ad for a person or object in the story; comparing the book with another read or a similar subject; creating a puppet show on the theme; making a poster to "advertise" the book; telling about the author; writing a book review; giving a classroom demonstration; giving a vivid oral description of an interesting character; making a mural depicting the book; doing a pantomime acted out for a guessing game; writing a letter to one of the characters; writing a biographical sketch of one character; writing an account of what the student would have done had the student been one of the characters instead of what the character did; presenting a monologue from the story; dressing as one of the persons in the story and telling about the role played by the character; organizing a bulletin board to promote the book and arouse interest; doing a skit for the story.

Many classroom teachers also do journal writing to encourage students to record ideas gained from reading. A record of readings made by students is also kept by many teachers. Charts and visual representations are also used to plot students' reading progress.

Throughout the school year classroom teachers encourage exchanges for students who have completed their RIF books and wish to swap with another student. In some cases, entire classes visit others for this activity.

Several other post distribution activities include Marina Del Rey's Annual Spelling Bee and recognition of reading improvement and success through the awarding of certificates and pins at a year-end ceremony.

This year Marina Del Rey Junior High is also hosting a Book Fair for our youngsters to capitalize on the interests generated in reading and to provide an additional opportunity to make a wide range of books available. Proceeds will be used to purchase books for student check out from the library.

Evaluation of individual components and of our total school endeavor to increase literacy through our RIF activities has been done on both a formal and informal basis. Results indicate that efforts made by administration, faculty, staff, PTA, CAC, students, parents and community are most worthwhile and should continue.

We wish to thank the Federal Government for funding the READING IS FUNDAMENTAL (RIF) program and we encourage enthusiastically continuance and expansion of that support.

We invite you and members of your Committee to visit Marina Del Rey Junior High School at your convenience.

Sincerely,

Gary S. Mamnet

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Reading Is Fundamental Site Project
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